

DEPARTMENT OF EDUCATION OF GROUPS WITH SPECIAL NEEDS

**PROGRAMME PROPOSALS
(2003-2004)
FOR ACADEMIC COMMITTEE**



**National Council of Educational Research and Training
Sri Aurobindo Marg: New Delhi-110016**

ROLE AND FUNCTIONS

The Department was created on 1st September 1995 with a view to emphasize on the Education of Groups with Special Needs, such as, the Scheduled Castes, the Scheduled Tribes, the Minorities and children with disabilities. Researches have shown that these sectors need special inputs in order to promote their enrolment, retention and achievement. The following roles and functions have been envisaged for this Department.

Role

To concentrate on issues and problems related to education of Scheduled Castes/Scheduled Tribes (SCs/STs), Minorities, Children with disabilities and other Groups with Special Needs and to provide quality education to these disadvantaged groups.

Functions

1. To promote education and thereby development of Scheduled Castes, Scheduled Tribes, Minorities and Disabled within the Framework of the Constitutional Provisions.
2. To provide advice and assist the Centre, States, Non-Governmental organizations, and other National and International agencies in the area of school education for the groups with special needs.
3. To act as a catalyst for promoting innovations and programmes for groups with special needs in the country.
4. To plan suitable programmes and interventions in the areas of curriculum and material development, teacher preparation and related policies for promoting access, enrollment, retention and achievement of children belonging to groups with special needs.
5. Conducting and disseminating innovative researches in the area of education of children belonging to groups with special needs.
6. Developing instructional and exemplar materials, guidelines, handbooks for teachers, teacher educators, curriculum developers, educational planners and administrators with a view to make curriculum accessible to all including disadvantaged groups.
7. Capacity building of teachers and educational administrators; by formulation of strategies for teacher education curriculum (both formal and non-formal); training of teacher educators; training of teachers through pre-service and in-service programmes for promoting education of groups with special needs.

8. Awareness generation - sensitisation and orientation of planners, policy makers, key, education personnel, teachers, parents and community on education of groups with special needs.
9. Networking and linkages in close collaboration with constituent units of NCERT, MHRD, NIEPA, SCERTs, NGOs, at national and international levels for planning suitable intervention programmes.
10. Conducting activities under the National Component for Tribal Education and Inclusive Education in the context of DPEP. The activities include matters related to development/modification of curricula and instructional materials, training of personnel and monitoring of implementation of the programme.

BRIEF RESUME OF ACTIVITIES DURING THE LAST FIVE YEARS IN THE AREA OF SPECIAL NEEDS EDUCATION, EDUCATION OF SC/ST AND MINORITIES EDUCATION

The Department of Education of Groups with Special Needs (DEGSN) is now more than seven years old. It was set up in NIE, NCERT on 1st September 1995 to work in the area of education of groups with special needs, and has three major components: Special Needs Education, Education of Children from SC/ST Communities and Minority Groups. The following section reflects the work of this Department conducted during last five years.

Special Needs Education

The children with disabilities have significant difficulties in learning. Considering the magnitude of the problem and insignificant coverage better educational provisions are required to provide them access to quality education. Education of children with various types of disabilities has become a point of focus specially after the enactment of the Act 'Equal Opportunities, Protection of Rights and Full participation' Act 1995. Various activities conducted in this area by the faculty members of the Department have a common feature of including children with special needs within the mainstream, in order to provide them equal educational opportunities. The major activities of the Department carried out during the year 1997-98 include the development of suitable strategies for teaching of Hindi language to hearing impaired children and evolving a suitable examination procedures for the learning disabled children at the elementary and secondary levels. In the area of training two major activities include the Regional Orientation Programme for Non-Government Organisations and strengthening of Integrated Education for Disabled Children Scheme (IEDC) in the States. The later aimed at capacity building and successful implementation of integrated education of disabled children.

Inclusive education is being supported by other basic education projects like the Rajasthan Shiksha Karmi, National Literacy programmes and distance learning initiatives. It is also an important component of the District Primary Education Programme (DPEP) and Sarva Shiksha Abhiyan. After working out the guidelines for implementation of this component the faculty members of this Department are providing consultancy for working out strategies for the education of children with Special Needs in different States. On finalization of these strategies the department will extend academic support to the States for implementation of the plan.

The Department had earlier brought out two publications 'Evaluation Study of the Training Programme for ICDS functionaries for Early Identification and Intervention for Disabled Children' and 'Project Integrated Education for disabled (PIED): A Handbook' which were the outcome of years of experimentation in the Project Integrated Education for the disabled (Unicef assisted). The Department has also provided consultancy at the International Level in the area of Special Needs education, by helping in formulating inclusive education policies and providing training to peripatetic teachers, administrators and ordinary school teachers in Namibia and Uzbekistan.

During the year 1998-1999, the Department had produced two Handbooks for teachers teaching children with disabilities in common schools viz. Shravan Vikar Yukt Bachoon Ka Bhasha Vikas and Low Vision Children: A Guide Book for Primary School Teachers. The former handbook aimed at helping teachers in understanding issues and methodology related with teaching Hindi language to hearing impaired children from the pre-primary to Class II levels. The second Handbook was prepared to help teachers in teaching low vision children at the primary level. The Hindi version of this Handbook has also been published.

The Department also undertook a major Capacity Building Programme along with Aus- aid under the project IACBTP. Teacher educators from the States of Orissa, Kerala and Gujarat were sent for training to Australia for Six weeks. These trained teachers then trained the teachers in five zones in gaining skills in inclusive education. Two major workshops were also conducted in the Department with a view to facilitate inclusive education. The first one was held in July 2000 with the aim of assessing the needs for Inclusive Education in the SAARC region. This workshop was jointly organized by UNESCO and the NCERT. The second workshop was held in January 2001 on building partnerships for promoting Inclusive Education. The participants included a number of well known NGOs working in the field of Special Needs Education. Various strategies were crafted out for building partnerships between the Government and NGOs in future programmes.

The Department has also undertaken an Evaluation Study of Integrated Education for Disable Children with a view to see the impact of integrated education on the education of special need children. The data was collected from 6 different states namely Rajasthan, Maharashtra, Delhi, U.P., Mizoram and Orissa. State-wise reports for all the States are ready except for Orissa for which data has not been received as yet.

Two more programs in the area of curricular adaptations and adjustments had been taken up by the department. Both these projects aimed at suggesting suitable curricular adaptations in Hindi Language for children with Hearing Impairment and Mathematics Curriculum for children with visual impairments. The latter project has culminated in a form of a guide for primary school teachers.

Modules in Inclusive education have been developed in the form of a training package in collaboration with experts from SCERTs under the programme titled "Training through Networking: Development of Modules in Inclusive Education". Training programmes for teacher educators using these modules are being organized as an ongoing project. A package of audio video programmes is under preparation for enriching the training programmes of teachers working with children having SEN. Under the projects titled Emerging Shape of Inclusive Classrooms at Upper Primary level and Identification of Innovative teaching learning strategies and practices for promoting inclusive education for children with special needs, the data is being collected from various States. The Department had also undertaken the development of a guide for parents regarding SEN of children. The guide is ready and is available for use by States for their programmes on Parental Counselling for Children with SEN. In addition, the Department developed self-learning modules for teachers in the areas of visual impairment, hearing impairment, locomotors disabilities and mental retardation. Case studies giving examples of

successful practices in building partnerships between NGOs and government schools for promoting inclusive education have also been developed.

With the current emphasis on Inclusive Education throughout the world, the Department has undertaken a major study on Strengthening of Teacher Education Curriculum of DIETs from the perspective of Special Needs Education. The outcome of this project would be guidelines for the DIETs for training of teachers in inclusive education both in pre-service and in-service programmes.

Finally, the Department has collaborated with UNESCO to develop a project E-learning for the visually Impaired and Technology transfer. This will help in promoting technology use for the education of visually impaired children. A three day training programme has also been organized on 21-23 November, 2002 for the State level functionaries in the use of Braille computer terminals.

Education of Scheduled Castes, Scheduled Tribes and Minorities

The Department had earlier developed supplementary reading material for tribal students in Gondi and Bhili which include material on folk songs and folk tales. Under the project 'Preparation of textbooks on tribal dialects' the Department has developed manuscripts of textbooks developed in five tribal dialects of Bihar namely Santhali, Mundari, HO, Kharia and Kurukh for children studying in Classes I and II. For the States of Orissa and Gujarat the Department has developed learning material in Saora, Kondh, Warli and Rathwa. The work done in this area had been carried out in close collaboration with prestigious institutions like the Central Institute of Indian Languages, Mysore and Tribal Research Institutes of various States, Departments of Education, SCERTs and DPEP Bureaus of the States. This Department had also conducted training of state level functionaries and teachers working in tribal areas of various States.

The department has worked on a UNICEF aided project titled "A study on attitudinal issues towards girls education in general and SC girls in particular." The report of another study titled "Identification of attitudinal issues among teachers towards scheduled caste children" conducted in sampled SC low female literacy districts of U.P. and Bihar is under finalization. The department had also taken up a project, which will result in bringing out booklets on ethnographic profiles of tribal people with focus on their educational needs. Under this project two separate booklets one on Jaunsaris and another on Dangi have been prepared and are under review. The department had also organized an orientation programme for three newly created states namely Chhatisgarh, Jharkhand and Uttaranchal with a view to help them plan educational activities and to provide them academic support in planning and implementing their educational activities. Two of these States have large tribal population. Guidelines prepared by the Department for in-service training of teachers teaching students belonging to socially disadvantaged groups prepared by the department were finalized. A study on factors hampering retention of tribal children in the States of Gujarat and Chatisgarh has been completed. This study would help policy makers to make modifications in strategies to reach this population. The report of another completed project on attitudinal issues among teachers towards SC Children is also being finalized.

Specific inputs to North-Eastern States include development and organization of an orientation programme for N-E States in the area of education of SC, ST and minorities. The tools prepared for need assessment were used for collecting relevant information. The department has also produced a self-learning package consisting of eight modules on curriculum concerns and issues as reflected in National curriculum Framework for School Education (2000) and has conducted two regional orientation programmes. Three more are planned for February-March, 2003.

The Department has also been entrusted with the responsibility of working as a nodal department for education of Scheduled Castes, Scheduled Tribes and minority groups of children under the DPEP programme. Based on an approach paper, various activities like organization of attitudinal and language training workshops in DPEP States and meetings of tribal coordinators had also been organized. During the year 2002-2003 the department took up State visits to study and review the situation vis-à-vis interventions made by States for promoting/strengthening education of special focused groups. The reports of these visits were submitted to MHRD for their use.

Realizing the need to improve the teaching of Science, Mathematics and English in curriculum of traditional minority institutions a study on Analysis of Existing Curriculum in Madrasas was conducted during 2000-2001. Minority Education has also been included as an important component in DPEP and the Department is currently involved in providing consultancy for the development of a National Action Plan. This Department has undertaken three more projects in the area of minority education. The report of the project titled A sample survey of the educational benefits derived from Centrally Sponsored Schemes for Minorities is ready. Under another ongoing study titled Identification of strategies for modernizing Madrasa Education System – Case Studies, the data from Madhya Pradesh, West Bengal and Kerala has been collected and is being analyzed. Under another project titled A study of educational institutions run by the Minorities namely Christians, Muslims and Buddhists – the data from Madhya Pradesh, West Bengal and Kerala has already been collected and is being analyzed. The data from U.P. is yet to be collected.

Conclusively, the Department is building capacity at the National and State level by conducting research, orientation and training programmes, development of resource material and by providing consultancy, holding seminars and building partnerships.

List of activities conducted during 2001-2002

S. No	PAC Code	Title of Programme	Name of PI	Other faculty involved	Remarks
1	3.01	Curricular adaptations to meet Special Educational Needs of Children with Cerebral Palsy in inclusive Primary School a Multi-Media Package for Teacher Training	Prof. Kusum Sharma	Dr. Y.A. Azad Dr. Janak Verma Dr. Anita Julka	Completed, report submitted
2	3.02	Special Educational Needs: A Guide for Parents	Dr. Anita Julka	Prof. Neerja Shukla	Completed and report submitted
3	3.03	Development of Thematic Supplementary Self-Reading Materials for Tribal Children	Dr. D.K. Sharma	Prof. Neerja Shukla Dr. Kanan K. Sadhu Dr. S.C. Chauhan	Dropped
4	3.04	Ethnographic Profile of Tribal People with a Focus on their Educational Needs	Dr. Kanan Sadhu	Prof. Neerja Shukla Dr. D.K. Sharma Dr. S.C. Chauhan	On going
5	3.05	Orientation programme for State Resource Persons in the North-Eastern States in the area of Education for the Socially Disadvantaged Groups	Dr. S.C. Chauhan	Prof. Neerja Shukla Dr. D.K. Sharma Dr. Kanan Sadhu	Completed
6	3.06	Resource Development in States and Voluntary Agencies	Prof. Neerja Shukla	All faculty of the Dept.	Completed, report submitted
7	3.07	An Evaluation Study of Integrated Education for Disabled Children (IEDC)	Dr., Janak Verma	Prof. Neerja Shukla	On going

	3.08	Identification of Attitudinal Issues among Teachers towards SC Children	Prof. Neerja Shukla	Dr. D.K. Sharma Dr. Kanan Sadhu Dr. S C. Chauhan	Completed, draft report being finalized
	3.09	Identification of the Factors which hamper the Retention of the ST Students in the Schools of Gujarat & Chattisgarh States	Dr. S.C. Chauhan	Prof. Neerja Shukla Dr. D.K. Sharma Dr. Kanan Sadhu	On going
1	3.10	A Sample Survey of the Extent of Educational Benefits derived out of the Centrally Sponsored Schemes for Minorities (Muslims)	Prof. Neerja Shukla	Dr. Anita Julka Dr. S.C. Chauhan	Completed, report ready
1	3.11	To develop Audio Visual Material to Facilitate Education and Training of Children with Special Needs	Prof. Kusum Sharma	Prof. Neerja Shukla Dr. Y.A. Azad Dr. Janak Verma Dr. Anita Julka	One programme produced, ten manuscripts being finalized
2	3.12	Adaptations and Adjustment in Hindi Languages Curriculum to meet special Educational Needs of Children with Impaired Hearings Studying in Integrated Set up at Primary Level. A Handbook for Teachers	Dr. Y.A. Azad	--	Completed, report submitted.
3	3.13	Tribal Education in India-A source Book Trends and Strategies	Dr. K. Sadhu	Prof Neerja Shukla, Dr. D.K. Sharma Dr. S.C. Chauhan	Being finalized
4	3.14	Training through Networking of Training Modules in Inclusive Education for Children with Disabilities	Dr. Anita Julka	Prof. Neerja Shukla Prof. Kusum Sharma Dr. Y.A. Azad Dr. Janak Verma	Completed, report submitted.

List of programmes taken up during 2002-2003

S.No	PAC code No.	Title of the Programme	Name of P I	Other faculty involved	Status of work done
1.	03.1	Emerging Shape of inclusive classrooms at upper primary level: A Study	Dr Y.A. Azad	-	On-going – till date tools prepared, data is being collected.
2.	03.2	Strengthening of teacher education curriculum of DIETs from the perspective of children with special educational needs	Dr. Anita Julka	Prof. Neerja Shukla	Data collection from States is over, report being prepared.
3.	03.3	A study of educational institutions run by the minorities namely Christians, Muslims and Buddhists	Dr. Kanan Sadhu	Dr. S C. Chauhan	Tools prepared, data collection is being done.
4.	03.4	Identification of innovative teaching learning strategies and practices for to promoting inclusive education for children with special needs	Prof. Kusum Sharma	-	Tools prepared, data collection is being done.
5.	03.5	Preparation of guild lines for development of supplementary instructional material for transacting curriculum to children with special needs	Prof. Kusum Sharma	-	The document prepared in house, to be finalized through workshop after discussion.
6.	03.6	Ethnographic profile of tribal people with a focus on their educational needs	Dr. Kanan Sadhu	Prof. Neerja Shukla Dr. S.C. Chauhan	Two proposals prepared are under review.
7.	03.7	Training through networking: Development of Modules for Inclusive Education: Phase- II	Dr. Anita Julka	Prof. Neerja Shukla	Completed.
8	03.8	Training of Key resource persons from North Eastern states in Curriculum transaction for socially disadvantaged groups	Dr. S.C. Chauhan	Dr. Kanan Sadhu	The programme is being organized from February 24-28, 2003.

9.	03.9	Identification of the factors which hamper the retention of the ST students in the states viz. Chattisgarh and Gujarat	Dr. S.C. Chauhan	Prof. Neerja Shukla Dr. Kanan Sadhu	Completed, report being finalized.
10.	03.10	An Evaluation Study of Integrated Education for Disabled Children (IEDC)	Dr. Janak Verma	-	Till date reports of four States have been finalized, the data from Orissa is yet to be received.
11.	03.11	Orientation Programme of Key persons from States regarding Curricular issues and Concerns are reflected in the National Curriculum Framework for School Education	Prof. Neerja Shukla	All faculty members	Training package prepared, reviewed and modified, two regional orientation programmes have been organized, three more will be organized before 31 st March, 2003
12.	03.12	Identification of Strategies for modernizing Madrasa Education System Case Studies	Prof. Neerja Shukla	Dr. Kanan Sadhu Dr. Laxmidhar Behara	Tools prepared, data collection from M.P. Completed, data from W.B. and Kerala is being collected
13.	03.13	Development of radio programmes for creating awareness about children with Special needs education	Prof. Kusum Sharma	-	Five programmes are ready, five other programmes will be ready before March 31, 2003.
14.	-	National Seminar on Inclusive Education Practices in Schools	Prof. Neerja Shukla	Dr. Anita Julka	The papers have been screened and the National Seminar is scheduled for February 26-27, 2003
15.	-	National Seminar on Innovative Approaches for the Education and Empowerment of the Disabled	Dr. Janak Verma	-	Brochure prepared, papers are being invited and National Seminar is scheduled for March 15-16, 2003

CONSTITUENT: DEGSN**Composite Statement of Programmes Proposed for 2003-2004****I Type/Category wise number of Programmes with proposed budget**

Programme	New	On going	Carried over	Total	Budget Proposed (Rs.)
Research	5	2		7	12,61,950.00
Development	3			3	11,21,760.00
Training	2			2	4,71,900.00
Extension	1			1	3,25,120.00
Any other	1			1	2,49,060.00
Total:					34,29,790.00

II (A) Source-wise break-up of the total proposed budget in I

- (i) Estimated Budget from Councils funds: **Rs. 34,29,790.00**
- (ii) Specific Grants from MHRD: **Nil**
- (iii) Grants received from other agencies like UNICEF etc. **Rs. Nil**

(B) Budget proposed vis-à-vis utilization thereof during 2002-2003 under Plan programmes.

- (i) Budget asked for 2002-2003 as per PAC agenda (March 2002)
Rs. 24,29,200/-
- (ii) Budget allocated by PPMED for 2002-2003 **Rs. 10,00,000/-**
- (iii) Specific grant received from MHRD for 2001-2002 **Rs. Nil**
- (iv) Expenditure incurred on programmes under B (ii) above **Rs 7, 78,413.00**
(As on 06.02.2003)

III Details of Specific Programmes

Programmes for	No. of Programmes	Programmes Codes	Budget Proposed Rs.
North-East Region	1	03.9	2,57,900.00
SC/ST	3	03.4, 03.6 & 03.8	8,84,660.00

IV Proposed supporting staff (JPF/CA)**Total No. of months**

JPF - 13 92 months
CA - 03 18 months

PROFORMA FOR PROGRAMME PROPOSALS FOR THE YEAR 2003-2004

1.	Name of the NCERT Constituent/Department	:	DEGSN
2.	Title of the Programme	:	Emerging shape of Inclusive Classrooms at pre-primary and primary levels : A study
3.	(a) Type of the Programme(Please tick)	:	<ul style="list-style-type: none">- Research ✓- Development ✓- Training- Extension- Any other (Please specify)
	(b) Category of the programme (Please tick)	:	<ul style="list-style-type: none">- New ✓- On-going- Carried over
	(c) If the programme is on-going or carried over, mention the PAC Code No. and year of approval	:	N.A
4.	Total Duration of the Programme as phased in col.10 (Months)	:	24 months
	(a) Date on which programme commenced/to be commenced	:	April, 2003
	(b) Target date of completion	:	March, 2005

5.	(a) Stage of Education to which the Programme is meant (Please tick)	:	<ul style="list-style-type: none"> - Pre-Primary ✓ - Primary ✓ - Upper primary - Secondary - Overall School Education - Any other
	(b) If programme is meant for a group with special needs, (Please tick)	:	<ul style="list-style-type: none"> - Scheduled Caste - Scheduled Tribe - Girl Child - Out-of-School Child - Minorities - Disabled ✓ - Any other
	(c) If Programme is State/ Region/ Agency specific, please specify the State/Region/ Agency	.	No
6.	Beneficiaries (Please tick)	:	<ul style="list-style-type: none"> - Students - Teachers ✓ - Teacher Educators ✓ - Educational Administrators/Planners ✓ , NCERT faculty and Authorities - Any other (Please specify)

7. Need and justification:

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

In our country multipronged efforts are afoot to universalize education for all children upto the age of 18 irrespective of caste, creed, socio-economic background, and the types of disability. Biggest challenge before us is to help schools to enroll all children in their neighbourhood. Community Based Rehabilitation (CBR) programme, Alternative Schooling, Sarva Shiksha Abhiyan (SSA), DPEP etc. all are heading towards the goal of UEE The Salamanca Statement (1994) and the Persons with Disability (PWD) Act

1995 have paved way for mainstreaming of those whose nature and extent of disability is such that they can cope with other children in their neighbourhood in the same school where they are studying, and special classes/schools for those who need special intervention for a few years for ultimately becoming the part of the same school and their peers. When we follow 'Zero reject' policy we have to find out ways of empowering all children upto the age of 18 years. Education empowers all children and they develop self-confidence. They become aware of themselves, their neighbourhood, their society and the country at large.

Inclusive education at pre-primary and primary level is of prime importance in order to empower all children. Efforts are being made by various NGOs and schools in this direction. But these efforts are limited mostly to metropolitan cities and urban areas. Very few NGOs are making efforts in remote, rural areas. In rural areas the quality of pre-school and primary school education is generally not good. Moreover, the parents and community members are doubly handicapped, due to poverty and illiteracy, to do something for education of their children. The rigid and negative attitude of those working with general education system is also somewhat responsible for ignoring education of those having special needs arising out of their limitations. The incidence rate of disability is increasing and people are not aware of preventive and curative measures, specially in rural areas.

There are some children who inspite of preventive and curative measures have disabilities which require some special intervention by specialists and trained persons/teachers. If general education system identifies these needs and provides education to such children as well, they can be saved from becoming burden on their parents and society at large. Identification and assessment of educational needs of such children, exploring their hidden potentials, and providing need-based pre-vocational skills etc. is need of the hour.

The concept of inclusive schools supports the idea that educational and social needs of all children should be met by common system of education. Each child should have equal rights and equal opportunities to learn as per his/her requirement due to the limitation imposed upon him/her due to any physical, sensory, emotional, intellectual impairment or social handicaps.

School organization, classroom arrangements, teaching strategies, teaching-learning material and the curriculum need to be adapted in such a way that each child gets an opportunity to learn as per his/her special needs.

Under present study pre-primary and primary level schools implementing inclusive education and schools in the process of shifting from integration to inclusion would be studied. Such schools would be selected from different states. Earlier there was lot of resistance to inclusion of children in common classrooms, but some initiatives made by NGOs etc. have shown that inclusion improved the quality of life of all children. The attitudinal barriers, inappropriate teaching-learning strategies, stereotyped evaluation procedures, and rigidity of formal school system deny equal opportunities to learn. To ascertain this empirical data based findings are essential. In inclusion our focus is not on handicaps but it has shifted to special educational needs of the child in each school subject or to curricular needs in common schools.

Early identification of special needs and providing early educational interventions as per needs of the child can normalize his/her educational, emotional and social life. The identification and assessment procedures of special needs, provision of special aids and equipments, types of intervention provided by general teachers and special support services required for inclusion, parental support, peer support and attitude of peers, teachers, parents etc. would also be studied. School specific features and common features across schools will help us in finding out different models of inclusion as per our requirements. Specific systemic changes essential for inclusion will also be identified. The existing practices will guide us to identify gaps between policy and practice.

8. (a) Specific Objectives:

- (i) To study the identification and assessment procedures of special needs of children.
- (ii) To study the existing inclusive classrooms with support system available
- (iii) To determine the extent of inclusion at pre-primary and primary levels.
- (iv) To study the attitudinal factors influencing inclusion.
- (v) To study the teachers' management strategies in handling individual differences in common classrooms.
- (vi) To identify systemic changes required in general education system for inclusive education at pre-primary and primary level.

(b) Methodology:

(If a research programme, please also indicate sample, research questions/ hypotheses and tools)

Children with SEN studying in inclusive schools are the targeted population. Their peers, parents and teachers are the related population. The study of such population would be required to examine the status or existing situation of inclusion of SEN children in these schools, the identification and assessment procedures used by schools, type of support system essential, attitudinal barriers, teaching-learning management strategies, evaluation procedures and the type of systemic changes required for bridging gaps between policy and practice of inclusive education.

The sample would be drawn by identifying suitable number of schools in each region of the country. The process of selection would be based on our contacts with a large number of schools in each region but only those with maximum number of children with special needs will be selected.

Tools

Data would be collected through classroom observation, focused group discussions, questionnaires, interviews etc. by using both the qualitative and quantitative techniques.

(c) Proposed Supporting Staff/ (JPF/CA), if any.

<u>Designation</u>	<u>Total No. of months</u>
JPF(s)	Two JPFs for 12 months from June,2003 –May,2004
CA (s)	One Computer Assistant for 8 months May,2004 to Dec.2004

9. Collaborating Agencies(if any)	Name of Agency	Nature of Collaboration
(a) NCERT Constituents	-	-
(b) Outside Agency	SCERTs,NGOs	Identification of schools implementing inclusive education

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organized	Proposed dates From To	Estimated Expenditure (if any)
1.	Development of tools	April-June, 2003	In-house
2.	TA for try out of tools in Delhi	July, 2003	Rs.1000/-
3.	Finalization of tools	July, 2003	In-house
4.	Identification of schools	April-July, 2003	Nil
6.	Data collection	July,2003 – March, 2004 April-May,2004	Rs.90,000/- Rs.10,000/-
	Appointment of JPFs	June,03 –March,04 April,04 –May,04	@Rs.4400x12x2 Rs.1,05,600
	Appointment of CA	May,2004 - Dec.,2004	@Rs.4400/- x8x1= 35,200
7.	Analysis of Data	April-Dec.,2004	(In-house)
9.	Report writing	Jan.,2005 – March, 2005	In-house
10.	Submission of report to the Committee constituted by NCERT for consideration of printing.	March, 2005	-
11.	Prog. Contingencies		Rs.5,000/-
		Total Rs.	Rs.2,46,800/-
	Total Rs. For 2003-04		Rs.1,84,000/-

11. Details of each Budget Activity under item No. 10 (in the following format)

11.1. Activity No. : 10 2
 Title : Try out of tools
 Proposed Dates : From : July, 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	Local conveyance for schools' visit by P.I. and JPFs for try out of tools.	Rs.1000 00	
	Total	Rs.1000 00	

11.3. Activity No. : 10 6
 Title : Data collection
 Proposed Dates : From : July, 2003 to May, 2004

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	2.	3.	4.
1.	TA for data collection from all the four regions of the country	Rs.1,00,00.00	Out of this amount about Rs.90, 000/- would be utilized during 2003-04 and the rest Rs.10,000/- in the next two months of the new session
2.	Salary of two JPFs @ Rs.4400/- p.m. From June, 2003 – March,2004	Rs.88,000.00	
	April, 2004 – May, 2004	Rs.17,600.00	
	Salary of one CA for 8 months @ Rs 4400/- p.m	Rs. 35,200.00	
	Total	Rs.2,40,800/-	2003-04: Rs.1,78,000/-

12. Expected end-product : - Report ✓
 - Book
 - Package
 - Kit
 - Cassette
 - Any Other (Please specify)

13. (a) Plans for utilization and dissemination of the end product(s)

- (i) The policy related issues based on outcome of the study will be shared with MHRD
- (ii) Report if printed will be disseminated to all the States' IED cells, Directors of Education Directors of SCERTs.

(b) Plans for Evaluation of the outcome

N.A.

(c) Plans for follow up/ Feedback on utilization of the outcome

States would be requested to send their comments and follow up actions.

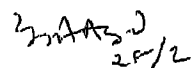
14. Personnel involved

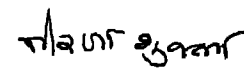
14.1 Name and designation of the Programme Coordinator

Dr.(Mrs.) Y.A. Azad, Reader in Special Education

14.2 Name and designation of the Associated Faculty

—


Signature
(Programme Coordinator)


Signature
(Head of the Deptt./Institute)

PROFORMA FOR PROGRAMME PROPOSALS FOR THE YEAR 2003-2004

1.	Name of the NCERT Constituent/Department	:	DEGSN
2.	Title of the Programme	:	A study of programmes and practices for education of children with special educational needs in different States
3.	(a) Type of the Programme (Please tick)	:	search
	(b) Category of the Programme (Please tick)	:	<ul style="list-style-type: none">- New ✓- On-going- Carried over
	(c) If the Programme is on-going or carried over, mention the PAC Code No.and year of approval	:	N.A.
4.	Total duration of the Programme as phased in Col.10 (Months)	:	21 months.
	(a) Date on which Programme to be commenced	:	April 1, 2003
	(b) Target date of completion	:	31 st December, 2004.
5.	(a) Stage of Education to	:	- Pre-primary to Senior Secondary

	which the Programme is meant (Please tick)	:	<ul style="list-style-type: none"> - Pre-primary - Primary - Upper Primary - Secondary - Overall School Education ✓ - Any other
	(b) If Programme is meant for a group with special needs (Please tick)	:	<ul style="list-style-type: none"> - Scheduled Caste - Scheduled Tribe - Girl Child - Out-of-School Child - Minorities - Children with special needs ✓ - Any other
	(c) If Programme is State/Region/Agency specific, please specify the State/Region/Agency	:	National Level Programme
6.	Beneficiaries (Please tick)	:	<ul style="list-style-type: none"> - Students - Teachers - Teacher Educators - Educational Administrators - (All) ✓

7. Need and justification:

There are a number of schemes and programmes that are being implemented at the National and State level for the education of children with special educational needs (SEN). Since the 1970s education of children with disabilities has moved away from special schools to mainstream schools. The pace of this has however been slow.

For universalisation of access, retention and achievement it is important to review the initiatives being taken both by the governmental and non-governmental agencies and prepare profiles of different States and outline the most effective practices of special

needs education. This project will have implications for policy makers and professionals involved in the field of special needs education.

8.(a) Specific Objectives:

The main objective of the project is to complete a thorough review of existing provisions and practices for implementation of special needs education in different states. In particular the study will:

- Investigate the existing provisions and practices on special needs education.
- Investigate the rationale behind the existing arrangements.
- Analyze the data in relation to the targets and goals set at the national level and external criteria established by researches on special need education.
- Examine the collect data on special needs education in different States to Cult out the most effective practices.
- Use the findings of this study to highlight areas for future research.

(b) Methodology:

Phase-I Data on existing provisions and practices /approaches to special needs education will be collected with the help of questionnaires/interviews from 10 States, 5 above the average national literacy level and 5 below the same. The questionnaire would be developed with the help of experts from SCERTs, SIEs, SIERTs, NGOs etc. The interviews would be open-ended. Data would also be collected from secondary sources.

Phase-2 The data so collected would be audited and analyzed according to the targets and goals set at the national level and the criteria established by the literature.

Phase-3 The data will also be audited to cult our the most effective practices as stated by the key resource persons and eminent experts. This will be done in a workshop.

Phase-4 A report highlighting the barriers, the guidelines for good practices and areas of further research will be brought out.

(c) Proposed Supporting Staff (JPF/CA), if any

- | | |
|---------------------------|-------------------|
| 1. Junior Project Fellow. | 2 (twelve months) |
| 2. Computer Assistant. | 1(three months) |

9. Collaborating Agencies (if any) Name of Agency Nature of Collaboration

a) NCERT Constituents	DES&DP, NCERT	
b) Outside Agency	SCERTs/SIERTs/SIEs, etc.	

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organised	Proposed dates From To	Estimated Expenditure (If any)
1.	2.	3.	4.
1.	Review of literature and preparation of questionnaires.	April 2003-June 2003.	5,000
2.	Data collection from 10 States. - Salary of 2 JPFs for 12 months - TA/DA of JPFs & PI	July 2003-June 2004.	1,05,600 1,00,000
3.	Analysis of data. - Salary of CA for 3 months - Workshop	July 2004-September 2004.	13,200 1,31,750
4.	Writing of report.	October 2004-December 2004.	
Total			3,55,550
For the Year 2003-04			1,84,200

11. Details of each Budget Activity under Item No. 10 (in the following format)

11 1 Activity No. : 1
 Title : Review of literature & preparation of questionnaire
 Proposed Dates : April 2003 - June 2003.

S.No.	Item of Expenditure	Estimated Expenditure	Remarks, if any
1	2	3	4
1	Study visits to the libraries	5,000	These will be conducted by both PI and JPF.
	Total	5,000	

11.2 Activity No : 2
 Title : Data collection.
 Proposed Dates : July 2003 ~ June 2004.

S.No.	Item of Expenditure	Estimated Expenditure	Remarks, if any
1	2	3	4
1	Salary of 2 JPFs for 12 months (9 months for 2003-04 and 3 months for 2004-05)	79,200 26,400	
2.	TA/DA for the JPFs and PI to visit 10 states	1,00,000	
	Total	2,05,600	

11.3 Activity No. : 3
 Title : Analysis of Data
 Proposed Dates : July 2004 - September 2004.

S.No.	Item of Expenditure	Estimated Expenditure	Remarks, if any
1	2	3	4
1.	Salary of computer assistant for 3 months	13,200	
2.	Workshop to analyze the data (a) TA/DA to the 15 participants (b) Lunch & Tea (c) Contingency	1,25,000 1,750 5,000	
	Total	1,44,950	

12. Expected end-product:

The main expected end product would be a report to be disseminated not only to the States under study but to the remaining states for learning about the effective practices and taking up research projects.

13.(a) Plans for utilization and dissemination of the end product(s)

Report to be disseminated to all States-to both governmental and nongovernmental organizations

(b) Plans for Evaluation of the outcome

The data will be reviewed in a workshop

(c) Plans for follow up/Feedback on utilization of the outcome

Feed back from the States not under study would be sought.


14. Personnel involved

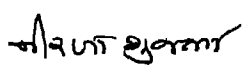
14.1 Name and designation of the Programme Coordinator

Anita Julka, Reader, DEGSN.

14.2 Name and designation of the Associated Faculty

Nil


Signature
(Programme Coordinator)


Signature
(Head of the Dept./Institute)

PROFORMA FOR PROGRAMME PROPOSALS FOR THE YEAR 2003-2004

1.	Name of the NCERT Constituent/Department	:	DEGSN
2.	Title of the Programme	:	A study of approaches and strategies for educating children from socially disadvantaged groups.
3.	(a) Type of the Programme(Please tick)	.	<ul style="list-style-type: none">- Research ✓- Development- Training- Extension- Any other (Please specify)
	(b) Category of the programme (Please tick)	.	<ul style="list-style-type: none">- New ✓- On-going- Carried over
	(c) If the programme is on-going or carried over, mention the PAC Code No. and year of approval	:	-
4.	Total Duration of the Programme as phased in col.10 (Months)	:	16 months
	(c) Date on which programme commenced/to be commenced	.	April, 2003

	(d) Target date of completion	.	July, 2004
5.	(a) Stage of Education to which the Programme is meant (Please tick)	.	<ul style="list-style-type: none"> - Pre-Primary - Primary ✓ - Upper primary ✓ - Secondary ✓ - Overall School Education - Any other
	(b) If programme is meant for a group with special needs, (Please tick)	:	<ul style="list-style-type: none"> - Scheduled Caste ✓ - Scheduled Tribe ✓ - Girl Child - Out-of-School Child - Minorities - Disabled - Any other
	(d) If Programme is State/ Region/ Agency specific, please specify the State/Region/ Agency	:	No
6.	Beneficiaries (Please tick)	:	<ul style="list-style-type: none"> - Students ✓ - Teachers ✓ - Teacher Educators ✓ - Educational Administrators/Planners, ✓ NCERT faculty and Authorities - Any other (Please specify)

7. Need and justification:

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

The provision of Universal Elementary Education (UEE) has been a salient feature of India's national policy. In the Ninth Plan (1997-2002), the Government has declared its

commitment to every child. The challenge is to reach every young child, especially the disadvantaged. In this direction government has made serious efforts in the form of various programmes like District Primary Education Programme, Sarve Shiksha Abhiyan etc. including the latest declaring education a fundamental right of all children upto the age of 14 years. In all these laws and programmes of the government and in the National Curriculum Framework for School Education (2000) there are special provisions for the educational needs of the socially disadvantaged section of our society namely Scheduled Castes, Scheduled Tribes and the Minorities.

In Nov.1999, a Comprehensive Review of the education situation was held in New Delhi. The participants of this meeting were the education departments of the Centre, State/UTs and the Non-Govt. Organisations. One of the steps proposed in this meeting was to facilitate greater participation of the non-governmental sector in education. This was in view of the fact that many non-government organizations in India have programmes to provide for the learning needs of different categories of disadvantaged groups. They vary in their objectives and in their teaching learning strategy in accordance with the characteristics and the needs of the groups of children. They serve. They represent an incredible diversity of approaches and interventions. They differ in their costs and their effectiveness as well.

Since very little is known about the inputs of many of such organizations in educating the children of socially disadvantaged sections of our society. Hence, the present study proposes to study the approaches and strategies of such organizations, specifying their objectives, their target group, their overall approach, their teaching strategies, their mode of operation, their cost and financing.

8. (a) Specific Objectives:

- To compile the approaches and strategies adopted for promoting education among the children of socially disadvantaged sections of our society
- To identify the constraints confronted in reaching the children of socially disadvantaged groups.
- To cult out effective interventions in terms of quality education for children of socially disadvantaged groups.
- To explore the possibility of replicability of their strategies.

(b) Methodology:

(If a research programme, please also indicate sample, research questions/ hypotheses and tools)

Sample:

A total of ten non-government organizations working for the promotion of education among the children of Scheduled Castes/Scheduled Tribes in the states will be identified in consultation with the departments of education, social welfare and tribal welfare

Research questions

- What are the various practices adopted in these organizations for educating the children of socially disadvantaged groups.
- What are the various problems they come across for reaching the children of socially disadvantaged population.
- How their experiences could be useful for the general education system

Tools

The data will be collected through interviews, questionnaires by focused group discussions with the organizers and workers of the organizations and with the community people. The data so collected would be analysed, to cult out effective interventions in terms of quality education for these children. On the basis of this analysis a report would be prepared which would be useful for policy makers, teacher educators and teachers working in the area of education of children of socially disadvantaged groups.

(c) Proposed Supporting Staff/ (JPF/CA), if any. No

<u>Designation</u>	<u>Total No. of months</u>
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JPF(s) One	8months
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CA (s)	Nil
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9. Collaborating Agencies(if any)	Name of Agency	Nature of Collaboration
(c) NCERT Constituents	-	-
(d) Outside Agency	State Departments of Education, Social Welfare and Tribal Welfare	Consultation

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organized	Proposed dates From To		Estimated Expenditure (if any)
1.	Literature survey for collection of materials from various Research Institutions and Universities (Photocopying + purchase of materials)	April 2003	Dec. 2003	Rs.3,000/-
2.	Development of questionnaires	April, 2003	May, 2003	In-house
3.	Data collection from 10 voluntary organizations in different states. Salary of JPF (@ Rs.4400 for 8 months)	June 2003	Jan. 2004	Rs.1,00,000/- Rs.35,200/-
4.	Analysis of data	Feb., 2004	April 2004	In-house
5.	Preparation of report (photocopying, cover-printing and binding)	May, 2004	July, 2004	In-house Rs.10,000/-
		Total		Rs.1,48,,200/-

For 2003-04 : Rs. 1,38,200/-

11.Details of each Budget Activity under item No 10 (in the following format)

11.1. Activity No. : 1
 Title : Literature Survey
 Proposed Dates : April-Dec.,2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	2.	3.	4.
1	Photocopying and purchasing of materials	Rs.3,000/-	-

11.2. Activity No. : 3
 Title : Data collection
 Proposed Dates : June,2003 to Jan.,2004

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	2.	3.	4.
1.	Data collection from 10 voluntary organizations in different states. Salary of JPF (@ Rs.4400x8)	Rs.,1,00,000/- Rs 35,200/-	
	Total:	Rs.1,35,000/-	

11.3. Activity : 5
 Title : Preparation of report Evaluation of report.
 Proposed dates: May,2004 to July,2004

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	2.	3.	4.
1.	(4) Preparation of report (photocopying, cover-printing and binding)	Rs.10,000/-	

- 12. Expected end-product** : - Report ✓
- Book
- Package
- Kit
- Cassette
- Any Other (Please specify)

13. (a) Plans for utilization and dissemination of the end product(s)

The report would be utilized for formulating policies and plans for promoting education among the children of disadvantaged groups.

(b) Plans for Evaluation of the outcome

The final report would be sent to the experts for evaluation.

(c) Plans for follow up/ Feedback on utilization of the outcome

The report can be used to plan the strategies for promoting education among the children of socially disadvantaged.

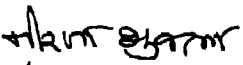
14. Personnel involved

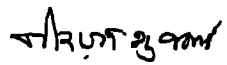
14.1 Name and designation of the Programme Coordinator

Dr. Kanan Sadhu
Reader

14.2 Name and designation of the Associated Faculty

Dr. S.C. Chauhan, Lecturer
Mr. Laxmidhar Behera, Lecturer


Signature
Dr. Kanan Sadhu (Programme Coordinator)


Signature
(Head of the Deptt./Institute)

PROFORMA FOR PROGRAMME PROPOSALS FOR THE YEAR 2003-2004

1.	Name of the NCERT Constituent/Department	:	DEGSN
2.	Title of the Programme	:	A Survey of Problems related to education of SC children in H.P. and strategies for their solutions.
3.	(a) Type of the Programme(Please tick)	:	<ul style="list-style-type: none"> - Research ✓ - Development - Training - Extension - Any other (Please specify)
	(b) Category of the programme (Please tick)	:	<ul style="list-style-type: none"> - New ✓ - On-going - Carried over
	(c) If the programme is on-going or carried over, mention the PAC Code No. and year of approval	:	N.A.
4.	Total Duration of the Programme as phased in col.10 (Months)	:	20 months
	(e) Date on which programme commenced/to be commenced	:	April, 2003
	(f) Target date of completion	:	Nov ,2004

5.	(a) Stage of Education to which the Programme is meant (Please tick)	:	<ul style="list-style-type: none"> - Pre-Primary - Primary ✓ - Upper primary ✓ - Secondary - Overall School Education - Any other
	(b) If programme is meant for a group with special needs, (Please tick)	:	<ul style="list-style-type: none"> - Scheduled Caste ✓ - Scheduled Tribe - Girl Child - Out-of-School Child - Minorities - Disabled - Any other
	(e) If Programme is State/ Region/ Agency specific, please specify the State/Region/ Agency	:	Himachal Pradesh
6.	Beneficiaries (Please tick)	:	<ul style="list-style-type: none"> - Students ✓ - Teachers ✓ - Teacher Educators ✓ - Educational Administrators/Planners, ✓ - NCERT faculty and Authorities ✓ - Any other (Please specify)

7. Need and justification:

(If an on-going/carned over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

The National Policy on Education (as updated in 1992) and the Programme of Action, 1992 emphasize equality of educational opportunities. This emphasis is reflected in the objectives for primary and upper primary education i.e. growth of enrolment, to improve learning achievement and to reduce dropout rate among the disadvantaged groups. Over the years there has been considerable increase in the number of children enrolled in various grades of primary and upper primary education. But there is wide gap in literacy rate, enrollment and achievement of students

of different states. Although Himachal Pradesh has literacy rate (77.13%) more than the national average (65.38%), there is still disparities in SC and Non-SC literacy in different districts. According to 1991 census, the SC literacy rate of Himachal Pradesh was 53.20% against national SC literacy rate of 37.41%. There is also a wide gap in enrolment and retention of SC and Non-SC children of Himachal Pradesh. There are a number of National/State level scheme and programs being implemented in H.P. for education of SC children but rebuilt are not up-to expectations.

Therefore, it is pertinent to study about problems which SC children faced in schools and compare the educational status (Growth of enrolment, retention and achievement) of SC and non-SC children in Himachal Pradesh. At the same time identification of factors which hamper the growth of enrolment, retention and achievement of SC children will help in devising special educational programmes and policies for education of Scheduled Castes children of Himachal Pradesh in particular and of the country in general.

8. (a) Specific Objectives:

- To identify the reasons for inter-district disparity among SC children in Himachal Pradesh.
- To study the academic interventions for removing these disparities.
- To identify the gap area and to develop suitable strategies and measures for providing quality education to them

(b) Methodology:

(If a research programme, please also indicate sample, research questions/ hypotheses and tools)

Information derived from secondary sources will be from census report, educational plans and programmes.

Questionnaires and interview schedules will be developed and used for collecting relevant information from children, teachers, community members and parents. The data thus collected will be analyzed to identify the reasons for interdistrict disparity in the educational status of SC children and develop interventions to remove the disparity.

Research questions:

What are the reasons for inter-district disparity among SC children in H.P. schools?

What are the reasons for the difference in educational status of SC/non-SC children?
 What are academic interventions adopted for remaining these disparities?
 What remedial measures could be planned for removing these disparities?

Sample:

The same of the study will consist of the followings:

- ♦ Two blocks in three districts having high SC population.
- ♦ Two formal schools in each block.
- ♦ One alternative school/Non-formal school from each block.

Tools:

- Questionnaires for teachers and principals.
- Interview schedules for parents, community members and students.
- Group discussion with educational administrators and community members.
- Students Achievement status to be determined from school progress card.

(c) Proposed Supporting Staff/ (JPF/CA), if any.

<u>Designation</u>	<u>Total No. of months</u>
JPF(s) (Two)	7 months each
CA (s) (One)	4 months

9. Collaborating Agencies(if any)	Name of Agency	Nature of Collaboration
(e) NCERT Constituents	DES&DP	Academic
(f) Outside Agency	SCERT, H.P.	Academic

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organized	Proposed dates From To	Estimated Expenditure (if any)	Remarks, if any
1.	Preparation of draft of tools	April to July, 2003	Nil	In-house
2.	Group meeting of experts for finalisation of tools	August, 2003	15,000.00	
3.	Try out of tools in sampled areas	Sep.-Oct.,2003	5,000.00	
4.	Field work and data collection including TA/DA of PI and two JPFs	Nov. to March, 2004	28,000.00	
	Salary of two JPFs for seven months @ Rs.4400x7x2	Sept. 2003 – March, 2004	61,600.00	
5.	Tabulation and data analysis	April to July, 2004		In-house
	One Computer Assistant for 4 months @ Rs.4400x4		17,600.00	
6.	Report writing (Draft of report)	Aug. to Oct. 2004	--	In-house
7.	Presentation of research findings (meetings)	Nov.,2004	5,000.00	
8.	Dissemination of report	Nov.,2004	5,000.00	
9.	Project contingencies Purchase of material/photo films, cassettes etc.		10,000.00	
		Total Budget: Budget for 2003-04:	Rs.1,47,200/- Rs.1,19,600/-	

11.Details of each Budget Activity under item No. 10 (in the following format)

11.1. Activity No . 2
 Title : Group meeting of expert for finalisation of tools
 Proposed Dates . 21-22 August, 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	2.	3.	4.
1.	TA/DA and Hon. to the experts (local)	Rs. 3,000.00	
2.	TA/DA and Hon. to the experts (outside)	Rs.10,000.00	
3.	Contingency for working lunch and tea/coffee	Rs. 2,000.00	
		Total: 15,000/-	

11.2. Activity No. : 3
 Title : Try out of tools in sample areas
 Proposed Dates : 24-27 Sept.,2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	TA/DA to project staff	Rs.3,000/-	
2.	Contingency for purchase of materials, books, photo films, cassettes etc.	Rs.2,000/-	
	Total	Rs.5,000/-	

11.3 Activity: 4
 Title: Field work for data collection
 Proposed dates: Nov. to 31st March, 2004

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	a) TA/DA to JPFs (2)	Rs 25,000.00	
	b) Contingency (purchase of project material like photo films, cassettes etc.	Rs. 3,000.00	
2.	Salary to JPFs (2)	Rs 61,600.00	
		Total Rs.89,600/-	

11 4 Activity. 5
Title: Tabulation and data analysis
Proposed dates: April to July 2004

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	Salary of Computer Assistant for 4 months	Rs17,600/-	--
		Total Rs.17,600/-	

12. Expected end-product : - Report ✓
- Book
- Package
- Kit
- Cassette
- Any Other (Please specify)

13. (a) Plans for utilization and dissemination of the end product(s)

The findings and recommendations of the study will be disseminated to state Government of Himachal Pradesh and MHRD for planning of educational policies and programmes.

(b) Plans for Evaluation of the outcome

The results of the study will be sent to the Department of Education, Himachal Pradesh for incorporation of interventions suggested for education of SC children in the State.

(c) Plans for follow up/ Feedback on utilization of the outcome

After identifying factors of low enrolment, retention and achievement of SC children, special training programme and orientation of teachers may be organized for improvement of educational status of SC children.

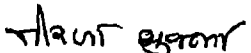
14. Personnel involved

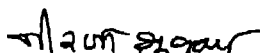
14.1 Name and designation of the Programme Coordinator

Dr. S.C. Chauhan, Lecturer

14.2 Name and designation of the Associated Faculty

Dr. Kanan K. Sadhu, Reader
Mr. Laxmidhar Behera, Lecturer


Signature
(Programme Coordinator)


Signature
(Head of the Deptt./Institute)

PROFORMA FOR PROGRAMME PROPOSALS FOR THE YEAR 2003-2004

1.	Name of the NCERT Constituent/Department	:	DEGSN
2.	Title of the Programme	:	Effectiveness of Innovative Teaching Strategies for Promoting Inclusive Schooling: An Evaluative Study.
3	(a) Type of the Programme (Please tick)	:	search
	(b) Category of the Programme (Please tick)	:	- New ✓ - On-going - Carried over
	(c) If the Programme is on-going or carried over, mention the PAC Code No. and year of approval	:	N.A.
4.	Total duration of the Programme as phased in Col.10 (Months)	:	2 years.
	(a) Date on which Programme to be commenced	:	April, 2003
	(b) Target date of completion	:	31 st March, 2005
5.	(a) Stage of Education to which the Programme is meant (Please tick)	:	- Pre-primary - Primary - Upper Primary - Secondary - Overall School Education ✓ - Any other
	(b) If Programme is meant for a group with special needs (Please tick)	:	- Scheduled Caste - Scheduled Tribe - Girl Child

			<ul style="list-style-type: none"> - Out-of-School Child - Minorities - Children with special needs - Any other
	(c) If Programme is State/Region/Agency specific, please specify the State/Region/Agency	.	National Level Programme
6.	Beneficiaries (Please tick)		<ul style="list-style-type: none"> - Students ✓ - Teachers ✓ - Teacher Educators ✓ - Educational Administrators ✓ - (All) ✓

7. Need and justification:

Thinking about the education of children with special needs is gradually changing. The traditional approach for special Needs Education was based on the following ideas:

1. A group of children can be identified who are different;
2. Only this small group need special help;
3. These children have problems because of their disabilities;
4. It is best to teach children with similar problems together;
5. The rest of the children in the school are "normal".

A lot of work has gone into the area, which has brought a change in the approach for the education of children with special need. The new approach is based on the following ideas:

1. Any child may experience difficulties in the school;
2. All children should get special help if they need it;
3. Children have problems for all sorts of reasons;
4. Teachers must take responsibility for all the pupils;
5. Teachers also need help and support;

This attitude will enhance the competency of teachers to address the individual needs of children, which in turn will strengthen his/her capabilities to understand the child in better way. It is, in a way, structuring of teacher preparation, or teacher training programme or an overhauling of general education system. This will make the schools a joyful and interesting place for children to attend regularly. This may lead to achieve the target of "Education for All".

8.(a) Specific Objectives:

The present study will be taken up with the following objectives:

- 1. To acquaint the teacher educators/teachers with the new approach of Special Needs Education, based on the research done in the area so far.**
- 2. To prepare the general teacher educators/teachers to address the special needs of children in the classroom,**
- 3. To develop a list of successful teaching strategies to address individual needs, and**
- 4. To bring out a handbook for effective teaching strategies to meet the individual needs of children in the classroom,**

(b) Methodology:

1. Certain teaching strategies like peer tutoring, child-to-child approach and, cooperative learning have been found to be successful teaching strategies used under PIED project. We want to see the effectiveness of these strategies for inclusive schooling. For that we would like to train the teachers/teacher educators to use and implement these strategies in inclusive schools so that we can assess their effectiveness.

Teachers will be using these teaching strategies in the classroom for one academic session. While working on classroom strategies, classroom organization will also be taken into consideration. For example, setting individual task, talking to individual, praising children's efforts, getting to know parents and listening to individuals etc. will also be kept in mind while working with children in the classrooms. The P.I. and JPF will make the State visits for observation of implementation of these strategies in inclusive schools.

2. The Impact and Effectiveness of teaching strategies will be studied in two ways:
 - a. **Process** – Observation of the transaction of Strategies the way they have been taught- how teachers are using these strategies shared with them during the training programme?
 - b. **Achievement:** - Child's classroom achievement will be seen in different subject areas in Classes IV & V.
3. The study will be conducted on two groups- experimental as well as control . The performance of both the groups will be compared to see the impact of the Innovative teaching strategies on the performance of children in Inclusive schools.

4. A workshop will be organized to get the feedback of teacher educators' experiences as to what all are the useful teaching strategies they found effective to meet the individual needs of children in the class room.
5. A list of successful teaching strategies will be developed based on the findings of the workshop.
6. A handbook for effective teaching strategies will be developed to share with all the teacher educators in different states and others concerned with the education of children with special needs.

(c) Proposed Supporting Staff (JPF/CA), if any

JPF's. Two

Computer Assistant One

9. Collaborating Agencies (if any) Name of Agency Nature of Collaboration

a) NCERT Constituents	-	-
b) Outside Agency	All participating SCERTs/SIERTs/SIEs.	Data collection-experimenting different innovative strategies in the field.

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organized	Proposed dates From To	Estimated Expenditure (If any)
1.	2.	3.	4.
1.	Study existing literature on teaching strategies to address the individual needs of	April-May,2003	In-house

	children in the classroom situation		
2.	Training programme for 40 teacher educators from different SCERTs/SIERTs/SIEs/DIETs.	June-July 2003.	2,81,750/-
3.	Visit to different states under study by P.I and Project fellows	August, 2003-April, 2004.	70,000/-
4.	Data collection from different states	May, 04, Oct. 2004	70,000/-
	Salary of Two JPFs each for 10 months in the first year and 12 months in the second year	June,03 - March,04 & April,04-March,05	88,000/- 1,05,600
	Analysis of data – Salary of Computer Assistant for six months	-	26,400/
5.	National workshop to share successful teaching strategies to make the classroom an inclusive classroom.	Nov.,-Dec,04.	1,97,850
6.	Finalization of successful teaching strategies for inclusive schooling.	January, -March, 05	In House
7.	Submission of Document.	March, 2005	
8.	Contingency		40,000/-
Grand Total			8,79,60

Budget for One Year – Rs. 4,59,750/-

11. Details of each Budget Activity under Item No. 10 (in the following format)

11.1 Activity No. : 2
Title : Training programme for 40 teacher Educator From different SCERTs/ SIERTs/SIE DIETs.
Proposed Dates : June-July 2003.

S.No.	Item of Expenditure	Estimated Expenditure	Remarks, if any
1	2	3	4
I.	<p>TA for 40 persons @ Rs.4,000x40</p> <p>DA for 40 persons @ Rs.230x40x5</p> <p>Hon. To 5 RPs @ Rs.5x200x5</p> <p>Collection of material from secondary sources (purchase of some books, materials)</p> <p>Local conveyance @ Rs.230x5x5</p> <p>Contingent expenditure for conducting experimentation in different schools in the respective state @ Rs.5000/- for each state. It includes local traveling, purchase of material for the development of teaching aids at the low cost, etc. @ Rs.5,000x10</p> <p>Contingency (tea, coffee, working lunch, purchase of transparencies with pens, drawing sheets, chart papers, coloured pencils, Philip chart etc.)</p>	<p>1,60,000</p> <p>46,000</p> <p>5,000</p> <p>5,000</p> <p>5,750</p> <p>50,000</p> <p>10,000</p>	
	Total	2,81,750	

11.2 Activity No : 3
Title : Visit to the different states under study for Observation.
Proposed Dates : August-January 2004.

S.No.	Item of Expenditure	Estimated Expenditure	Remarks, if any
1	2	3	4
1	Visit to the different states for observation	70,000	

11.3 Activity No. : 4
Title : Data collection from different states
Proposed Dates : August-January 2004.

S.No.	Item of Expenditure	Estimated Expenditure	Remarks, if any
1	2	3	4
1.	Data collection from different states by Project Fellows and P.I.	70,000	
	Appointment of 2 JPF for 22 months and 1 Computer Analyst for six months.(Rs.4400x6)	1,93,600 26,400	
	Total	2,90,000	

11.4 Activity No. : 5
Title : National workshop to share successful Teaching strategies to make the Classroom an inclusive classroom.
Proposed Dates : February 2004.

S.No.	Item of Expenditure	Estimated Expenditure	Remarks, if any
1	2	3	4
1.	TA for 40 persons @ Rs.4,000x40	1,60,000	
	DA for 40 persons @ Rs.230x40x3	27,600	
	Hon. To 3 persons @ Rs.200x3x3	1,800	
	Local conveyance for 5 persons @ Rs.230x5x3	3,450	
	Contingency, Tea, Coffee, working	5,000	

	lunch, purchase of chart paper, coloured pencils etc.		
	Toal	1,97850.00	

12. Expected end-product:

A Handbook entitled "Effective Teaching Strategies To Meet The Individual Needs Of Children In The Classrooms"

13.(a) Plans for utilization and dissemination of the end product(s)

The Handbook will be shared with all SCERTs/SIEs/SIERTs/Universities/Department of Education dealing with children with special needs, different ministries, planning commission and all concerned with the education of children.

(b) Plans for Evaluation of the outcome

Formative evaluation will be an integral part of the project.

(c) Plans for follow up/Feedback on utilization of the outcome

Follow will be done with states under experimentation and others who are using the handbook with the view to see the impact of this handbook on the education of children in different schools.

14. Personnel involved

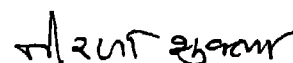
14.1 Name and designation of the Programme Coordinator

Dr. (Mrs.) Janak Verma, Reader, DEGSN.

14.2 Name and designation of the Associated Faculty

Nil


(Programme Coordinator)


Signature
(Head of the
Dept./Institute)

PROFORMA FOR PROGRAMME PROPOSALS FOR THE YEAR 2003-2004

1.	Name of the NCERT Constituent/Department	DEGSN
2.	Title of the Programme	Pedagogy for Educating Children from Tribal Areas – Perspective and Issues
3.	(a) Type of the Programme(Please tick)	<ul style="list-style-type: none">- Research- Development ✓- Training- Extension- Any other (Please specify)
	(b) Category of the programme (Please tick)	<ul style="list-style-type: none">- New ✓- On-going- Carried over
	(c) If the programme is on-going or carried over, mention the PAC Code No. and year of approval	New Programme
4.	Total Duration of the Programme as phased in col.10 (Months)	11 months
	(g) Date on which programme is commenced/to be commenced	April, 2003

(h) Target date of completion	:	- March, 2003
(a) Stage of Education to which the Programme is meant (Please tick)	:	<ul style="list-style-type: none"> - Pre-Primary - Primary - Upper primary - Secondary - Overall School Education ✓ - Any other
(b) If programme is meant for a group with special needs, (Please tick)	:	<ul style="list-style-type: none"> - Scheduled Caste - Scheduled Tribe ✓ - Girl Child - Out-of-School Child - Minorities - Disabled - Any other
(f) If Programme is State/ Region/ Agency specific, please specify the State/Region/ Agency	:	N.A.
Beneficiaries (Please tick)	:	<ul style="list-style-type: none"> - Students ✓ - Teachers ✓ - Teacher Educators - Educational Administrators/Planners, NCERT faculty and Authorities - Any other (Please specify)

7. Need and justification:
 (If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

The primary purpose of schooling is to assist an individual to develop his full potential as well as to develop the knowledge, attitudes and skills to interact with the environment in a successful manner. Thus the family, the culture, the community and the total environment of the individual child play an important role in the educational process. Therefore, it is necessary for the teachers to have complete knowledge about various aspects of a child's environment, which consists of

his life style, his worldview, his cultural background, traditions and learning styles so that the pedagogy of teaching is appropriately modified. This modification becomes more important if there is a big difference between the environment and the cultural context of the child and the teacher.

Learning is defined as an observed response to the stimuli. In a traditional classroom learning by the child is to a great extent determined by the pedagogical methods and techniques adopted by the teacher to teach. Good teaching involves the maintenance of an appropriate environment for desired learning to take place. In the context of learning by children coming from tribes or tribal areas the teacher has to make appropriate changes in the pedagogy of teaching so that the instructional programme becomes more focused and useful for the learner. Contextualizing education has been emphasized by almost all policy documents including National Policy on Education (1986, 1992) and the National Curriculum Framework for School Education (2000). It is also believed that not only learning but also the rate of cognitive development is dependent on the child's social and physical environment. Active involvement in the learning process means that pupils have the opportunity to make significant decisions about their learning. The greater the range of decisions that pupils can be involved in, the greater the degree of personal responsibility which they are encouraged to develop.

To determine the pedagogy for education of children from tribes and tribal areas the following principles of effective learning will become the guiding force:

1. Learning is not necessarily an outcome of teaching.
2. What students learn is influenced by their existing ideas and culture.
3. Progress in learning is usually from the concrete to abstract.
4. People learn to do well only what they practice doing.
5. Effective learning by students requires feedback.
6. Optimizing motivation, learning and academic credit for educational achievement is complex.

Researches suggest that key to effective instruction and student learning, regardless of class size is engaging students in active learning. Paule Freire has very rightly remarked in his book 'Pedagogy of the oppressed' that "..... if we consider society as a being, it is obvious that only a society which is being for itself can develop. Societies which are dual, 'refer' invaded, and dependent on the metropolitan society can not develop because they are alienated, their political, economic and cultural decision making norms is located outside themselves, in the invader society".

The National Curriculum Framework for School Education (NCFSE, 2000) has emphasized upon responding of specific educational needs of learners from various different sections of society to build a cohesive society. In order to do so there is need for integrating the socio-

cultural perspectives partly by showing concern for their linguistic specificities and pedagogic requirements. It has also stated that implications of multilingual and multiculture environment shall have to be taken care through specifically devised methodology. Contextualisation of curriculum shall have to be effected through content of materials. Besides, a uniform teacher-training package is used for teachers from both tribal and non-tribal areas. There is almost no emphasis on understanding psychology of children from tribal areas and children from Scheduled Castes and minorities - their specific socio-cultural milieu, learning environment and the indigenous learning styles at home, the fear and apprehension of these children as well as their parents etc. Some of the training packages include a small module on tribal education, which often deals with some macro issues mainly to limitation of space and time. As a result, even after receiving the training, the tribal area teachers are unable to bridge the gap between the worldview depicted in textbooks and the worldview of these children. The acceptance of these children as good learners is also very low among teachers.

The tribal area teachers could be given specific inputs on reorganization of text materials and teaching methods for making classroom transaction more meaningful and contextual for these children. Specific learning difficulties of these children need to be identified and discussed in training programmes and suitably addressed. The role of language in both interaction and teaching-learning processes could be discussed formally and adequately in these training programmes. Besides, there should be a detailed discussion on the socio-cultural and psychological environment and contact of these children and their implications for preparation of teachers.

The very nature of the composition of Indian society calls for specific pedagogical inputs in teaching children from disadvantaged groups. To quote from the NCFSE "Internationally, pedagogy is perceived not merely as a science of instruction but as a culture or as a set of sub-cultures as well which reflect different contexts and different teaching behaviours – inside and outside the classroom. The pluralistic nature of Indian society needs to be reflected in the pedagogical approaches. Therefore, it is important to look into the cultural specificities of the learners and reflect them in the process of teaching and learning. Cultural practices like story telling, dramatics, puppetry, folk play, community living, units of counting all could provide a strong base for developing culture specific pedagogical processes" (p.28). Bilingualism and multilingualism have their own positive role to play in the development of a cohesive society. The training package developed for the purpose of in-service training of teachers must take into account these important aspects of teacher preparation.

8. (a) Specific Objective:

The specific objective of the study is to identify and determine various components of pedagogy of teaching children from tribes and tribal areas so that suitable in-service teaching programmes for training of teachers working in tribal areas could be planned and implemented.

Questions

The questions to be answered through the proposed study are as follows:

1. Do we need to develop a different pedagogy for tribal education?
2. If yes, how is it different from the pedagogy adopted for teaching children from non-tribal areas?
3. What are its implications for providing quality education to all including children from tribal areas?

(b) Methodology:

(If a research programme, please also indicate sample, research questions/ hypotheses and tools)

The pedagogy to be used by the teachers teaching tribal children and children from tribal areas has to be more relevant to their socio-cultural environment. Some of the characteristic features of this pedagogy are relevance to the tribal context, promoting learning through the activities performed by the child, recognizing differences among culture, rituals, social norms of various tribes, contextualising education, promoting life skills, developing motivational devices, removing emotional and social barriers affecting learning, linking teaching learning with folk literature, songs, dramas etc., development of self-respect and self-esteem in children from tribal areas, planning for knowledge and information type of learning experiences, scope and sequence of the learning experience, making provisions for heterogeneity in ability, skill and background knowledge etc. A concept paper based on the above aspects will be prepared. Since there is a need to elaborate each of them papers from researchers, policy makers and practitioners would be invited, shared and analyzed. The analysis of the papers will be used to develop a document on pedagogy of children from tribal areas so that the whole teaching learning process becomes more meaningful to them. The outcome will be utilized for developing focused teachers preparation programmes.

(c) Proposed Supporting Staff/ (JPF/CA), if any.

<u>Designation</u>	<u>Total No. of months</u>
JPF(s)	_____ Nil _____
CA (s)	_____ Nil _____

9. Collaborating Agencies(if any)	Name of Agency	Nature of Collaboration
(g)	NCERT Constituents	-
	Outside Agency	1. Tribal Research Institutes 2. Departments of Education, State Governments

3. DPEP & SSA Functionaries from States

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organized	Proposed dates From To	Estimated Expenditure (if any)
1.	2.	3.	4.
1.	Analysis of researches and development of concept paper	April-May 2003	Inhouse
2.	Identification of themes for the Seminar	June, 2003	Inhouse
3.	Preparation of folder and invitation for papers	July-Sept. 2003	Rs. 5,000.00
4.	Two-day meeting for Screening of papers	October, 2003	Rs. 41,360.00
5	Presentation of papers in a two day seminar	November, 2003	Rs. 2,53,760.00
6.	Analysis of papers and report preparation.	December, 2003 to February, 2004	Inhouse
7.	Project contingency	--	Rs. 10,000.00

Total :

Rs.3,10,160.00

11. Details of each Budget Activity under item No. 10 (in the following format)

11.1. Activity No. : 3
Title : Preparation of folders
Proposed Dates : From: July – September, 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	Preparation of folders	Rs.5,000.00	
	Total	Rs.5,000.00	

11.2. Activity No. : 4
 Title : Two-day meeting for screening of papers
 Proposed Dates : From : October, 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	2.	3.	4.
1.	TA to 3 non-local experts (3x10,000)	Rs. 30,000.00	
2.	DA to 3 non-local experts (3x260x2)	Rs. 1,560.00	
3.	Local conveyance to 2 local experts (450x2x2)	Rs. 1,800.00	
4.	Hon. to 5 RPs (400x5x2)	Rs. 4,000.00	
5.	Contingency	Rs. 4,000.00	
	Total	Rs.41,360.00	

11.3. Activity : 5
 Title: Two-day Seminar
 Proposed dates: November, 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	TA to 30 non-local participants (10 by air and 20 by rail)	Rs. 2,00,000.00	
2.	DA to 30 non-local participants (30x260x2)	Rs. 15,600.00	
3.	Local conveyance to 8 local participants (450x8x2)	Rs. 7,200.00	
4.	Hon. to 5 RPs (400x5x2)	Rs. 4,000.00	
5	Contingency	Rs. 27,000.00	
	Total	Rs 2,53,800.00	

12. Expected end-product : - Report ✓
- Book
- Package
- Kit
- Cassette
- Any Other (Please specify)

13. (a) Plans for utilization and dissemination of the end product(s)

The papers presented in the seminar will be disseminated to all the States and the organizations working in the area of teacher preparations.

(a) Plans for Evaluation of the outcome

In-service teacher education programmes will be reviewed and revised as the case may be in the light of the outcome of the seminar.

(c) Plans for follow up/ Feedback on utilization of the outcome

Once the inservice teacher education programmes have been reviewed and revised and are in the use an evaluative study on its impact on learning will be carried out.

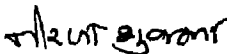
14. Personnel involved

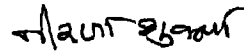
14.1 Name and designation of the Programme Coordinator

Prof. Neerja Shukla, Head, DEGSN

14.2 Name and designation of the Associated Faculty

Dr. Kanan K. Sadhu, Reader, DEGSN
Dr. S.C. Chauhan, Lecturer, DEGSN


Signature
(Programme Coordinator)


Signature
(Head of the Deptt./Institute)

PROFORMA FOR PROGRAMME PROPOSALS FOR THE YEAR 2003-2004

1	Name of the NCERT Constituent/ Department	.	DEGSN
2.	Title of the Programme	.	Role of Parent-Teacher Association for promoting inclusive education
3.	(a) Type of the Programme (Please tick)	:	velopment
	(b) Category of the Programme (Please tick)	:	<ul style="list-style-type: none"> - New ✓ - On-going - Carried over
	(c) If the Programme is on-going or carried over, mention the PAC Code No. and year of approval	:	N.A.
4.	Total duration of the Programme as phased in Col.10 (Months)	:	1 year
	(a) Date on which Programme to be commenced	.	April 2003
	(b) Target date of completion	:	31 st March, 2004
5.	(a) Stage of Education to which the Programme is meant (Please tick)	:	<ul style="list-style-type: none"> - Pre-primary ✓ - Primary ✓ - Upper Primary ✓ - Secondary - Overall School Education - Any other
	(b) If Programme is meant for a group with special needs (Please tick)	:	<ul style="list-style-type: none"> - Scheduled Caste - Scheduled Tribe - Girl-Child - Minorities - Children with special needs ✓

		- Any other
	(c) If Programme is State/Region/Agency specific, please specify the State/Region/Agency	: National Level Programme
6.	Beneficiaries (Please tick)	<ul style="list-style-type: none"> - Students ✓ - Teachers ✓ - Teacher Educators ✓ - Educational Administrators ✓ - (All)

8. Need and justification:

All of us know that communication between home and school is significant for child's development. Researches have shown that when parents are involved in the child's education, many good things happen. For example,

- a. Students earn higher grades. Their achievement is better. They do better in tests. This is particularly true when children are younger and have special needs.*
- b. Students' attendance, attitude about school, self-concept and behavior, all improve when parents and community are involved with school*
- c. Educational programmes and schools themselves become more effective.*

In case of children who experience difficulty in learning or who have a special need, direct contact with parents is indispensable and will often go a long way, particularly in finding out the cause of the difficulty.

The National Curriculum Framework for School Education, 2000, envisages "the empowerment of learners with special needs and their parents by building partnership with them and by involving them at different levels of the process of inclusion, i.e. right from the stage of decision making to planning of evaluation", (P-10). It highlights "parental education towards achieving the goals of UEE", (P.21) under "Universalization of Elementary Education". It also talks of the need for "mobilizing community resources for support to learners with special needs" (P.120) under "Implementing Strategies For Learners With Special Needs".

As the nature of curriculum can help to prevent or overcome learning difficulties, so can the child's home environment. Members of the family, especially parents, provide an environment that will nurture child's intellectual and learning abilities, as well as social attitude and feeling of self-worth. Parents' attitude and behavior promote positive values, self-confidence and achievement-oriented attitude in the child. These qualities are important for school performance and achievement in life. Since parents greatly

influence the child's attitude and his achievement in school, it is important for the teacher to work in collaboration with parents. Parents teacher association can play an important role in changing the attitude of all parents and thus contributing to the development of a cohesive society.

The present project is being undertaken with a view to make the role of parents teacher association more effective to promote inclusive education.

8.(a) Specific Objectives:

- 1. To study the current policy of parent-teacher association to promote inclusive education.*
- 2. To know the need and importance of the role of parent-teacher association in promoting inclusive schooling;*
- 3. To develop different modalities of developing parent teacher association for promoting inclusive education. .*

(b) Methodology:

- 1. Study the current policy of parent teacher association to promote inclusive education.*
- 2. Organization of focused group discussions in different schools with parents and teachers to find out need and importance of establishing parent-teacher association for promoting inclusive education.*
- 3. Development of interview schedule for parents and teachers to know different areas of developing parent-teacher association for promoting inclusive education.*
- 4. Organisation of Workshop on parent-teacher association for promoting inclusive education.*
- 5. Make recommendations for developing parent-teacher association for promoting inclusive education.*

(c) Proposed Supporting Staff (JPF/CA), if any

J.P.F. – One for 10 months
Computer Assistant - one for 4 months

9. Collaborating Agencies (if any) Name of Agency Nature of Collaboration

a) NCERT Constituents	-	-
b) Outside Agency	All participating Schools and NGOs	Arranging focused group discussion in different schools & NGOs.

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organised	Proposed dates From To	Estimated Expenditure (If any)
1.	2.	3.	4.
1.	Study visits for interaction and discussions with parents and teachers by PI and JPF	April-May, 2003	20,000
2.	Development of interview schedule for parents and teachers to know different areas of developing parent-teacher association for promoting inclusive schooling.	June, 03	-
3.	Data collection: Visits to schools and NGO's in different states for conducting interviews. Salary of JPF (4 months)	July-Oct., 03	50,000
		July 03 to Oct. 03	17,600
4.	Organization of workshop on parent-teacher association for promoting inclusive schooling.	Nov.03	1,93,900
5.	Finalization of document	Dec.03-Jan 04	In House
6.	Presentation of document in a working group meeting.	Feb. 2004	55,100
7	Submission of documents	March 2004	In House
8	Project contingency (Purchase of Camera hire/ Photographs/ local conveyance in the states/etc.)		20,000
Total			3,56,600

11. Details of each Budget Activity under Item No. 10 (in the following format)

11.1 Activity No. : 1
 Title : Study visits by PI and JPF
 Proposed Dates : April-May 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks, if any
1	2	3	4
	Study Visits	20,000	-

11.3 Activity No. : 3
 Title : Data collection- Visits to schools in different States for conducting interviews.
 Proposed Dates : July- Oct., 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks, if any
1	2	3	4
	Visits to schools	50, 000	
	Salary of JPF for 4 months	17, 600	
	Total	67, 600	

11.4 Activity No. : 4
 Title : Workshop on parent-teacher association for promoting inclusive schooling.
 Proposed Dates : November, 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks, if any
1	2	3	4
	TA for 40 persons @ Rs.4, 000x40	1,60,000	
	DA for 40 persons @ Rs.230x40x2	18,400	
	Hon to 4 Resource persons @ Rs. 400x4x2	3,200	
	Local conveyance to 5 persons @ 230x5x2	2,300	
	Contingency (Tea, coffee, working lunch, etc.	10,000	
	Total	1,93,900	

11.6 Activity No. : 6
 Title : Presentation of documents in a working group meeting.
 Proposed Dates :

S.No.	Item of Expenditure	Estimated Expenditure	Remarks, if any
1	2	3	4
	TA for 10 persons @ Rs.4,000x10	40,000	
	DA for 10 persons @ Rs 230x10x2	4,600	
	Hon. to 4 Resource persons @ Rs. 400x4x2	3,200	

	Local conveyance to 5 persons @ 230x5x2	2,300	
	Contingency (Tea, coffee, working lunch, etc.	5,000	
Total		55,100	

11.8 Activity No. : 8
Title : Project contingency
Proposed Dates :

S.No.	Item of Expenditure	Estimated Expenditure	Remarks, if any
1	2	3	4
	Project contingency (Purchase of Camera hire/ Photographs/ local conveyance in the states/etc.)	20,000	

12. Expected end-product:

A document entitled Role of Parent-teacher association for promoting inclusive schooling.

13.(a) Plans for utilization and dissemination of the end product(s)

The Handbook will be shared with all schools and NGOs in different States and UTs, Universities, Department of Education dealing with inclusive education, different ministries dealing with children with special needs, planning commission and all concerned with the education of children

(b) Plans for Evaluation of the outcome

Formative evaluation will be an integral part of the project.

(c) Plans for follow up/Feedback on utilization of the outcome

Follow-up will be done with the schools in different States to know the impact of parent-teacher association for promoting inclusive education.

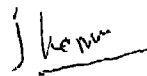
14. Personnel involved

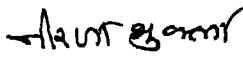
14.3 Name and designation of the Programme Coordinator

Dr. Janak Verma

14.4 Name and designation of the Associated Faculty

Nil


Signature
(Programme Coordinator)


Signature
(Head of the
Dept./Institute)

PROFORMA FOR PROGRAMME PROPOSALS FOR THE YEAR 2003-2004

1.	Name of the NCERT Constituent/Department	:	DEGSN
2.	Title of the Programme	:	National Consultation on Philosophy of Education of Tribal Children.
3.	(a) Type of the Programme(Please tick)	:	- Research - Development ✓ - Training - Extension - Any other (Please specify)
	(b) Category of the programme (Please tick)	:	- New ✓ - On-going - Carried over
	(c) If the programme is on-going or carried over, mention the PAC Code No. and year of approval	:	
4.	Total Duration of the Programme as phased in col.10 (Months)	:	12 months
	(i) Date on which programme commenced/to be commenced	:	April, 2003

	(j) Target date of completion	.	March. 2004
5.	(a) Stage of Education to which the Programme is meant (Please tick)	:	<ul style="list-style-type: none"> - Pre-Primary - Primary - Upper primary - Secondary - Overall School Education ✓ - Any other
	(b) If programme is meant for a group with special needs, (Please tick)	.	<ul style="list-style-type: none"> - Scheduled Caste - Scheduled Tribe ✓ - Girl Child - Out-of-School Child - Minorities - Disabled - Any other
	(g) If Programme is State/ Region/ Agency specific, please specify the State/Region/ Agency	:	No ✓
6.	Beneficiaries (Please tick)	:	<ul style="list-style-type: none"> - Students - Teachers - Teacher Educators - Educational Administrators/Planners ✓ - NCERT faculty and Authorities - Any other (Please specify) ✓

7. Need and justification:

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

It has been over 50 years since India become independent, yet the story of tribal people in India (8% of total Indian population) has not changed much over the decades – poor health, lack of

education, malnutrition, economic deprivation and exploitation at the hands of non-tribal landowners, contractors and government officials is the endless list.

Literacy levels are still abysmally low in many of the areas. Most school-going children are compelled to work to supplement the family income, inaccessibility of schools, inadequate number of teachers, lack of infrastructure, dichotomy between the medium of instruction and course-content are some of the hurdles responsible for the low enrolment and the high drop out rates. Moreover the system of education is conventional and structured to be relevant for tribal children.

Since education is not an end in itself, but is a means of bringing about overall development of the tribal communities, it is imperative that the education imparted to tribal people should work beyond literacy, it should encompass the entire tribal community and work towards empowering it in a holistic manner.

In the light of the above a National Consultation on philosophy of education for tribal children is being proposed where we may contemplate on various aspects of tribal education to arrive at a comprehensive plan for the education of tribal children..

8. (a) Specific Objectives:

- To develop a framework for philosophy of education of tribal children.
- To provide a forum for deliberations on various issues involved in the planning of education for tribal children.

(b) Methodology:

(If a research programme, please also indicate sample, research questions/ hypotheses and tools)

A draft framework for philosophy of Education of tribal children will be developed by the department. This will be discussed in a planning group meeting. In this meeting, sub-themes of the proposed National Consultation will also be finalized. The papers on these sub-themes will be invited from eminent scholars and institutions involved in the area of education for tribal children. A screening committee will be formed to select papers for presentation during National Consultation which will be held for three days.

(c) Proposed Supporting Staff/ (JPF/CA), if any.

<u>Designation</u>	<u>Total No. of months</u>		
JPF(s)	Nil		
CA (s)	Nil		
9. Collaborating Agencies(if any)	Name of Agency	Nature of Collaboration	
(h) NCERT Constituents	-	-	
(i) Outside Agency	Tribal Research Institutes, SCERTs, Research Institutes, Tribal language institutes.		

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organized	Proposed dates From To	Estimated Expenditure (if any)
1.	Literature survey	April-June,03	-
2.	Preparation of draft framework for a model of Education for Tribal Children including identification of sub-themes	April-June,03	In-house
3.	Planning Group meeting for finalizing the sub-themes (10x1x1)	July, 2003	Rs.1,00,000/-
4.	Correspondence for inviting papers	July-August,03	-
5.	Screening committee meeting (5x2x1)	Dec ,2003	Rs.55,000/-
6.	National consultation programme (30x3x1)	Jan.-Feb.,2004	Rs.3,00,000/-
7.	Preparation of report	Jan.-March,2004	In-house
Total :			Rs4,55,000/-

11.Details of each Budget Activity under item No. 10 (in the following format)

11.1. Activity No. : 3

Title : Planning Group Meeting
Proposed Dates : July,2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	2.	3.	4.
1.	Meeting for one day (10x1x1) TA/DA to the experts Contingency	Rs.1,00,000/- Rs. 87,500/- Rs. 2,500/-	
	Total:	Rs. 1,00,000/-	

11.2 Activity No. : 5
Title : Screening Committee Meeting
Proposed Dates : Dec ,2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	2.	3.	4.
1.	Meeting for 2 days (5x2x1) TA/DA to the experts Contingency	Rs.55,000/- Rs 52,500/- Rs. 2,500/-	-
	Total:	Rs. 55,000/-	

11.3. Activity : 6
Title : National Consultation on Philosophy of Tribal
Education
Proposed dates : Jan/Feb.,2004

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	2.	3.	4.
1.	National Consultation Programme (30x3x1) TA/DA/Honorarium, etc. to the participants/RPs Contingency	Rs.3,00,000/- Rs. 2,90,000/- Rs. 10,000/-	
	Total:	Rs. 3,00,000/-	

12. Expected end-product : - Report ✓
- Book
- Package
- Kit
- Cassette
- Any Other (Please specify)

13. (a) Plans for utilization and dissemination of the end product(s)

The report will be useful for planning strategies and interventions for promoting education among the tribal people. The report will be sent to all State level tribal education and welfare departments and some of the major NGOs

(b) Plans for Evaluation of the outcome

The outcome of the National Consultation meeting will be in the form of a report which will be sent to Commission for SC/ST, Policy-makers at the central as well as state level for a feed back.

(c) Plans for follow up/ Feedback on utilization of the outcome

The deliberations held during the National consultation Meeting will provide guidelines for development of relevant programmes and policies for the education of children of tribal people.

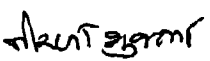
14. Personnel involved

14.1 Name and designation of the Programme Coordinator

Dr. Kanan Sadhu

14.2 Name and designation of the Associated Faculty

Prof. Neerja Shukla
Dr. S.C. Chauhan
Mr. Laxmidhar Behera


Signature
(Programme Coordinator)


Signature
(Head of the Deptt./Institute)

PROFORMA FOR PROGRAMME PROPOSALS FOR THE YEAR 2003-2004

1.	Name of the NCERT Constituent/Department	:	DEGSN
2.	Title of the Programme	:	Orientation programme for teacher educators in Inclusive Education and Braille Display Terminals
3.	(a) Type of the Programme (Please tick)	:	<ul style="list-style-type: none">- Research- Development- Training ✓- Extension- Any other (Please specify)
	(b) Category of the Programme (Please tick)	:	<ul style="list-style-type: none">- New ✓- On-going- Carried over
	(c) If the Programme is on-going or carried over, mention the PAC Code No. and year of approval	:	
4.	Total duration of the Programme as phased in Col.10 (Months)	:	7 Months _____
	(a) Date on which Programme commenced/to be commenced	:	April 2003
	(b) Target date of completion	:	October 2003

5.	(a) Stage of Education to which the Programme is meant (Please tick)	:	<ul style="list-style-type: none"> - Pre-primary - Primary ✓ - Upper Primary ✓ - Secondary ✓ - Overall School Education ✓ - Any other
	(b) If Programme is meant for a group with special needs (Please tick)	:	<ul style="list-style-type: none"> - Scheduled Caste - Scheduled Tribe - Girl Child - Out-of-School Child - Minorities - Disabled ✓ - Any other
	(c) If Programme is State/Region/Agency specific, please specify the State/Region/Agency	:	NO
6.	Beneficiaries (Please tick)	:	<ul style="list-style-type: none"> - Students ✓ - Teachers ✓ - Teacher Educators ✓ - Educational Administrators/Planners, NCERT faculty and Authorities - Any other (Please specify)

7. Need and justification:

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

This programme is based of the earlier programme in which experts from NCERT and SCERTs of states developed training modules for teacher educators in inclusive education. The modules would be pilot tested and finalized. A training programme based on these modules involving Teacher Educators deputed by the State Governments would be held at NCERT. This will provide the needed resources at the state level for facilitating inclusive education. Further training programmes would be organized at the state level by the resource persons and also the teacher educators trained at NCERT in the first programme.

In addition teacher educators would also be oriented towards the concept of Braille Displays. This programme will also help in the developing competencies in the use of this device. The use of this technology requires a range of skills which have to be taught to the students with visual impairments before they can use it independently with any degree of proficiency. The introduction to this system is a humble attempt provides opportunities to the students with the visual impairments to access the world of information and communication in no less terms than their sighted peers.

8.(a) Specific Objectives:

1. To orient and equip the teacher educators from different states with knowledge and skills required for implementing inclusive education.
2. To orient and equip the teacher educators from different states with knowledge and skills required for using Braille Display Terminals.
3. To provide them material (in print) to further train the general teachers in their respective states

(b) Methodology:

(If a research programme, please also indicate sample, research questions/ hypotheses and tools)

The methodological strategy would be as follows:

1. State Governments of 2 States of each of the five regions would be requested to depute teacher educators for the orientation programme.
2. These teacher educators would be oriented by the resource persons from NCERT and others who are experts in the respected areas.
3. The teacher educators will further orient the general teachers in their respective States with the help of SCERTs and NCERT.

(c) Proposed Supporting Staff (JPF/CA), if any

<u>Designation</u>	<u>Total No. of Months</u>
JPF(s)	<u>nil</u>
CA(s)	<u>nil</u>

9. Collaborating Agencies (if any) Name of Agency Nature of Collaboration

(a) NCERT Constituents Department of computer Education

(b) Outside Agency SCERTs, DIETs

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organised	Proposed dates From To	Estimated Expenditure (If any)
1.	2.	3.	4.
1.	Preparation work	April-June 2002	-
2.	Training programme approximately 5 days	July 2002	2,14,000.00
3.	Preparing a report	August-October	Nil
		Total Rs. (Proposed for 2003- 2004)	2,14,000.00

11. Details of each Budget Activity under Item No. 10 (in the following format)

11 1 Activity No. . 2
 Title : Training Programme for approx. 5 days
 Proposed Dates : From: July 2002 To:

S.No.	Item of Expenditure	Estimated Expenditure	Remarks, if any
1	2	3	4
1.	TA/DA of trainees and resource persons	2,00,000.00	
2.	Lunch for 5 days	12000.00	
3.	Tea for 5 days	2,000.00	
		Total: 2,14,000.00	

12. Expected end-product :

- Report ✓
- Book
- Package
- Kit
- Cassette
- Any other (Please specify)

13.(a) Plans for utilization and dissemination of the end product(s)

Already stated

(b) Plans for Evaluation of the outcome

The faculty will travel to the States for evaluating the training imparted by the trained teacher educators.

(c) Plans for follow up/Feedback on utilization of the outcome

State SCERTs would be encouraged to hold more training programmes for teacher educators.

14. Personnel involved

14.1 Name and designation of the Programme Coordinator

Dr. Anita Julka

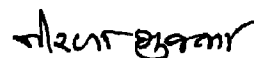
14.2 Name and designation of the Associated Faculty

Prof. Neerja Shukla, Head, DEGSN



Signature
(Programme Coordinator)

Date:



Signature
(Head of the Deptt./Institute)

Date:

PROFORMA FOR PROGRAMME PROPOSALS FOR THE YEAR 2003-2004

1.	Name of the NCERT Constituent/Department	:	DEGSN
2.	Title of the Programme	:	Orientation programme for State KRPs in effective transaction of curriculum for children from socially disadvantaged groups of North Eastern states.
3.	(a) Type of the Programme(Please tick)	:	<ul style="list-style-type: none">- Research- Development- Training ✓- Extension- Any other (Please specify)
	(b) Category of the programme (Please tick)	:	<ul style="list-style-type: none">- New ✓- On-going- Carried over
	(c) If the programme is on-going or carried over, mention the PAC Code No. and year of approval	:	N.A.
4.	Total Duration of the Programme as phased in col.10 (Months)	:	12 months
	(k) Date on which programme commenced/to be commenced	:	1 st April,2003

	(f) Target date of completion		31 March, 2004
5.	(a) Stage of Education to which the Programme is meant (Please tick)	:	<ul style="list-style-type: none"> - Pre-Primary - Primary ✓ - Upper primary ✓ - Secondary - Overall School Education - Any other
	(b) If programme is meant for a group with special needs, (Please tick)	:	<ul style="list-style-type: none"> - Scheduled Caste ✓ - Scheduled Tribe ✓ - Girl Child - Out-of-School Child - Minorities ✓ - Disabled - Any other
	(h) If Programme is State/ Region/ Agency specific, please specify the State/Region/ Agency	:	North Eastern Region
6.	Beneficiaries (Please tick)	:	<ul style="list-style-type: none"> - Students - Teachers ✓ - Teacher Educators ✓ - Educational Administrators/Planners, ✓ NCERT faculty and Authorities - Any other (Please specify)

7. Need and justification:

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

On the basis of need assessment it is observed that teachers of North-Eastern states in general are under educate and untrained. They are not using teaching-learning aids in classroom practices for transaction of curriculum in different school subjects like mathematics, science, social studies and languages. Therefore, it is urgent need to trained in content enrichment and pedagogy of teaching in the school subjects like maths, English, science and social studies. It is also required that training for State KRPs in preparation and use of locally available teaching learning materials and to make aware the importance of locally prepared teaching-learning materials for effective transaction of curriculum for children from socially disadvantaged groups

in the North-Eastern states and greater involvement of school teachers and students in teaching learning process. Through this training programme, each school will be enriched with teaching learning materials and classroom becomes a resource centre for creating conducive teaching learning environment. It will help to the teachers of North-Eastern states in innovative teaching learning strategies for creating interest and effective transaction of curriculum in the school.

8. (a) Specific Objectives:

1. To make awareness regarding importance of locally available teaching learning materials.
2. To train them in preparation and use of teaching learning aids in transaction of curriculum.
3. To train them in use of teaching aid for making teaching learning pleasurable and interesting activities.

(j) Methodology:

(If a research programme, please also indicate sample, research questions/ hypotheses and tools)

1. Needs assessment of North Eastern states and transaction with state KRPs is already being done.
2. Course content will be finalized for conducting training programme.
3. Relevant teaching learning material will be developed for use in training programmes of KRPs.
4. Planning of 5 days training programme in consultation with state level training institutions like SCERTs, SIEs, DIETs.

(k) ©Proposed Supporting Staff/ (JPF/CA), if any.

<u>Designation</u>	<u>Total No. of months</u>
JPF(s)	Nil
CA (s)	Nil

9. Collaborating Agencies(if any)	Name of Agency	Nature of Collaboration
(a)NCERT Constituents	NERIE, Shillong	
(b)Outside Agency	SIEs, SCERTs,DIETs	

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organized	Proposed dates From To	Estimated Expenditure (if any)
1.	Identifiication of themes/topics from school subject at elementary level With consultation of State people	April to June,03	In house
2.	Finalization of the training programmes.	July to August,03	In house
3.	Identifying the resource persons and material for training of KRPs and other preparations for the programme.	Sept to Dec.,03	In house
4.	Organisation of orientation programme for five days	Jan.-Feb.,04	Rs.2,57,900/-
5.	Prepatation of report	March,04	In house
6.	Report, dissemination of the same state and the participants.	31 March,04	In house
		Total	Rs.2,57,900/-

11 Details of each Budget Activity under item No 10 (in the following format)

11.1. Activity No. : 5
 Title : Orientation programme for KRPs (5 days)
 Proposed Dates :

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	2.	3.	4.
1.	TA to 50 non-local participants and resource persons (50x4000)	Rs.2,00,000/-	
2.	TA to local participants (5x200)	Rs. 1,000/-	
3.	DA to participants (260x55x5)	Rs. 42,900/-	
4.	Hon. To resource persons(20x200)	Rs 4,000/-	
5.	Contingency: Photocopying, tea/coffee, purchase of material	Rs. 10,000/-	
	Total	Rs.2,57,900/-	

12. Expected end-product : - Report ✓
 - Book
 - Package
 - Kit
 - Cassette
 - Any Other (Please specify)
 Capacity building and prepared low cost teaching learning aids for effective classroom teaching.

13. (a) Plans for utilization and dissemination of the end product(s)

The result of orientation programme for KRPs will be used for developing a package on need based training for improvement of education of SC/ST, Minorities in North Eastern States, so that the same could be utilized by the KRPs, teachers and other functionaries. Feedback through out a follow up programme will be obtained to evaluate the impact of the programme after running atleast two years.

(b) Plans for Evaluation of the outcome

The change in the state of specific target group will be reflected in further modification/preparation of teaching learning material and methodology of teachers training.

(c) Plans for follow up/ Feedback on utilization of the outcome

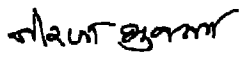
14. Personnel involved

14.1 Name and designation of the Programme Coordinator

Dr. S.C. Chauhan

14.2 Name and designation of the Associated Faculty

Dr. Kanan K. Sadhu
Shri Laxmidhar Behera


Signature
(Programme Coordinator)


Signature
(Head of the Deptt./Institute)

PROFORMA FOR PROGRAMME PROPOSALS FOR THE YEAR 2003-2004

1.	Name of the NCERT Constituent/Department	:	DEGSN
2.	Title of the Programme	:	National Seminar on Education of Minorities
3.	(a) Type of the Programme(Please tick)	:	<ul style="list-style-type: none">- Research- Development- Training- Extension ✓- Any other (Please specify) National Seminar ✓
	(b) Category of the programme (Please tick)	:	<ul style="list-style-type: none">- New ✓- On-going- Carried over
	(c) If the programme is on-going or carried over, mention the PAC Code No. and year of approval	:	New Programme
4.	Total Duration of the Programme as phased in col.10 (Months)	:	11 months
	(m) Date on which programme commenced/to be commenced	:	April, 2003
	(n) Target date of completion	:	February 2004

	(b) If programme is meant for a group with special needs, (Please tick)	:	<ul style="list-style-type: none"> - Scheduled Caste - Scheduled Tribe - Girl Child - Out-of-School Child - Minorities ✓ - Carried over - Disabled - Any other
	(i) If Programme is State/ Region/ Agency specific, please specify the State/Region/ Agency	:	National Level
6.	Beneficiaries (Please tick)	:	<ul style="list-style-type: none"> - Students - Teachers - Teacher Educators ✓ - Educational Administrators/ Planners, NCERT faculty and Authorities ✓ - Any other (Please specify)

7. Need and justification:

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

Education of minorities is a vital component of the overall strategy of securing equity and social justice in education. National Policy on Education, 1986, 1992 and POA, 1986, 1992 emphasized upon the necessity of educational system to be sensitive to the educational needs of the minorities. It has stated that "some minority groups are educationally deprived or backward. Greater attention will be paid to the education of these groups in the interest of equality and social justice."

Since the 93rd amendment of the Indian constitution which made education a fundamental right for each and every child of the country, it was felt that there was a greater need to focus on issues related with education of minority groups so that the school education could respond to them and facilitate their education by providing them equal opportunity and access to quality education.

This seminar will provide appropriate directions to different State Governments/UTs and NGOs in planning and implementing programmes for the improvement of educational status of the children of minority communities and also to develop specific need based programmes to provide them equal opportunity of learning for development of a cohesive society

8. (a) Specific Objectives:

- 1) To discuss the curricular issues and concerns about education of children of various minority groups in India.
- 2) To generate guidelines for States, UTs, NGOs regarding strategies for the promotion of education of minorities.
- 3) To share the information about successful strategies/experiences for providing education to children of minority groups.

(b) Methodology:

(If a research programme, please also indicate sample, research questions/ hypotheses and tools)

The issues related with various aspects of education of minorities will be identified on the basis of researches conducted in the area. On the basis of this analysis a concept paper will be developed in-house. The paper will highlight the issues and themes to be covered by the Seminar. These themes would be classified under various areas like policy-practice relationships, innovations in classroom practices, management of resources, systems and structures, vocational education, modernization of Madrasa education, evaluation/ impact of schemes, community involvement/participation in the programmes of minorities. The themes thus identified will be finalized and papers will be invited for the seminar. A two day screening committee meeting of experts will be organized to select papers for presentation in the National Seminar. The final report of the Seminar will focus on various aspects of qualitative improvement in education of minorities and provide inputs for policy formulation.

(c) Proposed Supporting Staff/ (JPF/CA), if any.

<u>Designation</u>	<u>Total No. of months</u>
JPF(s)	<u>nil</u>
CA (s)	<u>nil</u>

9. Collaborating Agencies(if any)	Name of Agency	Nature of Collaboration
(I) NCERT Constituents	Regional Institutes of Education	Academic
-		
Outside Agency	Minorities Commission of India, Minorities Commissions of the States	

9. **Phasing of the Programme with precise information on Activities (including in house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)**

S.No.	Activities proposed to be organized	Proposed dates From To	Estimated Expenditure (if any)
1	2	3	4
1.	Development of the concept paper	April-May 2003	In-house
2	Working Group meeting to finalise the sub-themes of the Seminar.	One day May 2003	Rs.23, 000/-
3	Development and Printing of the Brochure.	June 2003	Rs.5, 000/-
4	Call for paper	June 2003	Rs.5, 000/-
5	Screening Committee meeting of experts.	Two days October 2003	Rs.41, 360/-
6	Letters to seminarians for participation in the Seminar	October 2003	In-house
7	National Seminar	Two days December 2003	Rs.2,50,760/-
8	Finalization of Report of the Seminar	January-February 2004	In-house
9	Submission of report to Publication Department for Printing	March 2004	--
	Total		Rs.3,25,120/-

10. **Details of each budget activity under under item No.10 (in the following format)**

11.1 Activity No : 2
 Title : Working group meeting
 Proposed Dates : May, 2003

S.No.	Item of expenditure	Estimated Expenditure	Remarks if any
1.	TA to 2 non-local (2x10000)	Rs. 20,000.00	
	DA to 2 non-local participants	Rs. 520.00	
	Local conveyance to 3 participants	Rs. 780.00	
	Contingency	Rs. 1,700.00	
	Total	Rs. 23,000.00	

11.2 Activity No. : 3
 Title : Development and printing of the brochure
 Proposed Dates : May, 2003

S.No.	Item of expenditure	Estimated Expenditure	Remarks if any
1.	Development and printing of the brochure	Rs. 5,000.00	
	Total	Rs. 5,000.00	

11.3 Activity No. : 4
 Title : Call for Papers
 Proposed Dates : June, 2003

S.No.	Item of expenditure	Estimated Expenditure	Remarks if any
1.	Call for papers	Rs. 5,000.00	
	Total	Rs. 5,000.00	

11.4 Activity No. : 5
Title : Screening Committee Meeting of Experts
Proposed Dates : October, 2003

S.No.	Item of expenditure	Estimated Expenditure	Remarks if any
1.	TA to 3 non-local experts	Rs. 30,000.00	
2.	DA to 3 non-local experts (260x3x2)	Rs. 1,560.00	
3.	Local conveyance to 2 local experts (450x2x2)	Rs. 1,800.00	
4.	Hon. to 5 RPs (400x5x2)	Rs. 4,000.00	
5.	Contingency	Rs. 4,000.00	
	Total	Rs.41,360.00	

11.6 Activity No. : 7
Title : National Seminar
Proposed Dates : December, 2003

S.No.	Item of expenditure	Estimated Expenditure	Remarks if any
1.	2.	3.	4.
1.	TA to 30 non-local participants (10 by air and 20 by rail)	Rs. 2,00,000.00	
2.	DA to 30 non-local participants (30x260x2)	Rs. 15,000.00	
3.	Local conveyance to 8 local participants (8x260x2)	Rs. 4,160.00	
4.	Hon to 5 RPS (400x5x2)	Rs. 4,000.00	
5.	Contingency	Rs. 27,000.00	
	Total	Rs. 2,50,760.00	

Total (Proposal for 2003-2004) **Rs.3,25,120**

12. Expected end-product Report ✓

Book
Package
Kit
Cassette
Any other (Please specify)

13. (a) Plans for utilization and dissemination of the end product(s)

The outcome of the Seminar will be in the form of a report along with the papers, which will be shared with functionaries both at the National and State Levels.

(a) Plans for Evaluation of the outcome

The issues and concerns established through deliberations and discussions will be further taken up with policy makers and implementers for revising policies and programmes.

(c) Plans for follow-up/Feedback on utilization of the outcome

The curricular concerns and issues discussed during the Seminar will provide guidelines for development of meaningful programmes for education of minorities. Implementation of these programmes will also be monitored.

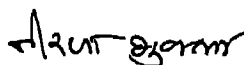
14. Personnel involved

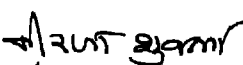
14.1 Name and designation of the Programme Coordinator

Prof. Neerja Shukla, Head, DEGSN

14.2 Name and designation of the Associated Faculty

Dr. Kanan K. Sadhu, Reader
Dr. S.C. Chauhan, Lecturer
Mr. Laxmidhar Behera, Lecturer


Signature
(Programme Coordinator)


Signature
(Head of the Department)

PROFORMA FOR PROGRAMME PROPOSALS FOR THE YEAR 2003-2004

1.	Name of the NCERT Constituent/Department	:	DEGSN
2.	Title of the Programme	:	An Analysis of new Textbooks based on NCFSE 2000 from the view point of sensitivity to people from disadvantaged groups.
3.	(a) Type of the Programme(Please tick)	:	<ul style="list-style-type: none"> - Research - Development - Training - Extension - Any other (Please specify) ✓ (Evaluation)
	(b) Category of the programme (Please tick)	:	<ul style="list-style-type: none"> - New ✓ - On-going - Carried over
	(c) If the programme is on-going or carried over, mention the PAC Code No. and year of approval	:	N.A.
4.	Total Duration of the Programme as phased in col.10 (Months)	:	12 months
	(o) Date on which programme commenced/to be commenced	:	April, 2003

	(p) Target date of completion	·	March, 2004
5.	(a) Stage of Education to which the Programme is meant (Please tick)	·	<ul style="list-style-type: none"> - Pre-Primary - Primary - Upper primary - Secondary - Overall School Education ✓ - Any other
	(b) If programme is meant for a group with special needs, (Please tick)	:	<ul style="list-style-type: none"> - Scheduled Caste ✓ - Scheduled Tribe ✓ - Girl Child - Out-of-School Child - Minorities ✓ - Disabled ✓ - Any other
	(j) If Programme is State/ Region/ Agency specific, please specify the State/Region/ Agency	:	No
6.	Beneficiaries (Please tick)	:	<ul style="list-style-type: none"> - Students - Teachers - Teacher Educators - Educational Administrators/Planners, ✓ - NCERT faculty and Authorities - Any other (Please specify)

7. Need and justification:

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

The National Policy on Education (1986, 1992) and the Programme of Action (1992), have emphasized on the removal of disparities and to provide equal educational opportunity to all by attending to the specific needs of those who have been denied the same so far.

The National Curriculum Framework for School Education (2000) brought out by NCERT has emphasized on removing all kinds of prejudices and attitudinal barriers which are detrimental to the development of a cohesive society. While developing the textbooks in

NCERT precautions have been taken to ensure that equality and promotion of social harmony and social-cohesion are adequately reflected in them. To attain this objective special care is to be taken to ensure that the textbooks are free from all kinds of biases and reflect a positive and healthy attitude towards all. The National Curriculum Framework for School Education has the significance and importance of the role played by textbooks in minimizing and finally eliminating the differences based on gender, caste, religion, ideology etc. by providing equality in access and opportunity. Thus the textbooks prepared for school going children have to be free from all sorts of biases, stereotypes and prejudices. Therefore, there is a need to analyze the textbooks prepared by NCERT and other states as per the revised curriculum. The present study aims at analyzing textbooks of science, social science and languages of classes I to X from the view point of their sensitivity towards children from various disadvantaged groups. However, the present study will be limited to the analysis of NCERT textbooks and the books prepared by Hindi speaking states as per revised curriculum.

8. (a) Specific Objectives:

- ♦ To analyse the new sets of NCERT textbooks at the elementary stage from the point of view of sensitivity towards the socially and physically disadvantaged children.
- ♦ To highlight the positive messages given through content, visuals and illustrations.
- ♦ To suggest measures and strategies if needed for revising textbooks with a view to make them sensitive towards the issues of equality and justice to all.

(b) Methodology:

(If a research programme, please also indicate sample, research questions/ hypotheses and tools)

The tools for analysis of textbooks will be prepared to identify content and illustrations referring to children from disadvantaged groups and analyse them from the view point of sensitivity towards them. Equity, equality, national integration, respect for all individuals and religions, social values viz., friendliness, cooperativeness, companion, love for social justice are some indications which will be used for studying the sensitivity of the textbooks. Inclusion of information on achievement and contributions of persons with disability, contribution of people from socially disadvantaged groups and minority groups for development of the society and nation building will also be studied. On the basis of the above analysis suitable amendments and interventions will be suggested for modifications, if any, in the textbooks of classes I-X. These suggestions will further be shared with respective organizations and States for further revision of the textbooks.

(c) Proposed Supporting Staff/ (JPF/CA), if any.

<u>Designation</u>	<u>Total No. of months</u>
JPF(s)	Nil
CA (s)	Nil

9. Collaborating Agencies(if any)	Name of Agency	Nature of Collaboration
(b) NCERT Constituents	DEE, DESSH & DESM	Academic
(c) Outside Agency	SCERT of Hindi Speaking States	Academic

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organized	Proposed dates From To	Estimated Expenditure (if any)
1.	Development of tools	April-May,2003	In-house
2.	Revision of tools	May, 2003	--
3.	Procuring textbooks of all levels	April/May, 2003	Rs.5,000/-
4.	Workshops for analysis of new textbooks of NCERT and States	July-Sept.,2003	
	(a) Workshop for analyzing text books for classes I-V	July, 2003	Rs. 66,500/-
	(b) Workshop for analyzing text books for VI to VIII	August, 2003	Rs. 66,500/-
	(c) Workshop analyzing text books for IX and X	Sept., 2003	Rs. 66,500/-
5.	Preparation of draft of report	Oct.-Nov.,2003	In-house
6	Presentation of the findings to a group of experts (2 days)	Dec. 2003	Rs.29,560/-

7.	Finalization of report	Jan., 2004	In-house
8	Project contingency including purchase of textbooks prepared by States as per revised curriculum	--	Rs.15,000/-
	Grand Total		Rs.2,49,060/-

11. Details of each Budget Activity under item No. 10 (in the following format)

11.1. Activity No. : 3
Title : Purchase of textbooks of NCERT & States
Proposed Dates : April – May, 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	2.	3.	4.
1.	Purchase of textbooks	Rs. 5,000.00	--

11.2. Activity No. : 4 (1), 4(b) and 4(c)
Title : Workshops for analysis of textbooks (3 workshops)
Proposed Dates : Between July-Sept., 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	2.	3.	4.
Expenditure for one workshop:			
1.	TA to 10 outside participants (3000x10)	Rs. 30,000.00	-
2.	DA to 10 outside participants(260x10x5)	Rs. 13,000.00	
3.	Local conveyance to 5 participants (260x5x5)	Rs. 6,500.00	
4.	Production honorarium to 15 participants @ Rs.200/- per head (200x150x5)	Rs 15,000 00	
5.	Contingency	Rs. 2,000.00	
	Total	Rs.66,500.00	
	Grand Total for 3 workshops	Rs. 66,500.00 x 3 = Rs1,99,500.00	

11.3. Activity : 6
Title: Preparation of the findings to a group of experts
Proposed dates: 2 days in December, 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	2.	3.	4.
1.	TA to 6 external participants (6x3000)	Rs. 18,000.00	
2.	DA to 6 external participants for two days (260x6x2)	Rs 3,120.00	
3.	Local conveyance to two local participants (260x2x2)	Rs. 1,040.00	
4.	Honrarium to 8 participants (400x8x2)	Rs. 6,400.00	
5.	Contingency	Rs. 1,000.00	
	Total	Rs.29,560.00	

12. Expected end-product : - Report ✓
- Book
- Package
- Kit
- Cassette
- Any Other (Please specify)

13. (a) Plans for utilization and dissemination of the end product(s)

The suggestions and interventions based on the analysis will be shared with respective States to prepare revised editions of the textbooks.

(b) Plans for Evaluation of the outcome

The outcome of the project will be shared with the organizations/States for their comments/observations and use

(c) Plans for follow up/ Feedback on utilization of the outcome

The results of the study will be used by the States for further review of textbooks

14. Personnel involved

14.1 Name and designation of the Programme Coordinator

Prof. Neerja Shukla


14.2 Name and designation of the Associated Faculty


Dr. Anita Julka, Reader

Dr. Kanan K Sadhu, Reader

Dr. S.C. Chauhan, Lecturer

Mr. Laxmidhar Behera, Lecturer


Signature
(Programme Coordinator)


Signature
(Head of the Deptt./Institute)

PROFORMA FOR PROGRAMME PROPOSALS FOR THE YEAR 2003-2004

1.	Name of the NCERT Constituent/Department	:	DEGSN
2.	Title of the Programme	:	Emerging Shape of Inclusive Classrooms at Upper Primary Level: A Study
3.	(a) Type of the Programme(Please tick)	:	<ul style="list-style-type: none">- Research ✓- Development ✓- Training- Extension- Any other (Please specify)
	(b) Category of the programme (Please tick)	:	<ul style="list-style-type: none">- New- On-going ✓- Carried over
	(c) If the programme is on-going or carried over, mention the PAC Code No. and year of approval	:	N.A.
4.	Total Duration of the Programme as phased in col.10 (Months)	:	24 months
	(a) Date on which programme commenced/to be commenced	:	1 st April, 2002

	(b) Target date of completion	:	March.,2004
5.	(a) Stage of Education to which the Programme is meant (Please tick)	:	<ul style="list-style-type: none"> - Pre-Primary - Primary - Upper primary ✓ - Secondary - Overall School Education - Any other
	(b) If programme is meant for a group with special needs, (Please tick)	:	<ul style="list-style-type: none"> - Scheduled Caste - Scheduled Tribe - Girl Child - Out-of-School Child - Minorities - Disabled ✓ - Any other
	(c) If Programme is State/ Region/ Agency specific, please specify the State/Region/ Agency	:	N.A.
6.	Beneficiaries (Please tick)	:	<ul style="list-style-type: none"> - Students - Teachers ✓ - Teacher Educators ✓ - Educational Administrators/Planners, NCERT faculty and Authorities - Any other (Please specify)

7. Need and justification:

(If an on-going programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

Multi-pronged efforts are being made to achieve UEE. The PWD Act 1995 and the Salamanca Statement 1994 have made significant contribution to bring SEN children within the folds of

general education system. It is the responsibility of the society to provide educational opportunities to all children.

Each child has right to attend the neighbourhood school. The concept of inclusion also supports the idea of full time placement and education of all children in their neighbourhood schools. Educational and social needs of disabled children are to be met by our common schools. The focus has shifted from clinical assessment of disability, determining the extent of disability and labeling the child etc. to meeting special needs of all children irrespective of the type of problem they have. The biggest challenge before educationists is, now to think of the ways of providing support in organizing educational services in common schools to all children with special needs. Classroom arrangements/organization, pedagogies/teaching strategies, and curriculum initiatives need to be expanded in such a way that needs of all children in the inclusive classrooms are met effectively.

We should not compartmentalize educational requirements of different groups of children and give them one or the other cosmetic label. We must move from cosmetic to authentic change by understanding the needs of all children and should try to fulfill them through general education system.

The present study has been taken up to know as to what really happens to children with special needs in inclusive classrooms. There is lot of resistance to inclusion of all children with SEN in their neighbourhood schools. Still there are positive thinkers. Several schools/NGOs have evidence of successful inclusive education programmes in various parts of the country. There are attitudinal barriers, problems faced by teachers in meeting wide range of individual differences in one classroom, and problems related to the rigidity of formal school system resulting in need of systemic change.

Various efforts are being made to include SEN children at primary level in different schools. Inclusion of SEN children is also taking place at upper primary level. As the level of education increases complexities of content subjects, teaching methodologies and ways of evaluation also increase. This programme has been taken up to study the existing situation relating to management of attitudinal factors and meeting a wide range of individual differences in inclusive setting at upper primary level.

Progress achieved and work likely to be completed by March, 2003-

Six questionnaires and nine observation and interview schedules have been developed, which were tried out in four schools of Delhi. Data based on these tools have been collected from 22 schools of Haryana, Karnataka and Chhattisgarh states. Data collection from some schools of Delhi, Rajasthan and Maharashtra would be completed by the end of March, 2003.

8. (a) Specific Objectives:

- (i) To study existing inclusive classrooms with the support system available to determine the extent of inclusion at upper primary level.
- (ii) To study the attitudinal factors influencing inclusion.
- (iii) To study the teachers management strategies in handling wide range of individual differences in classrooms.
- (iv) To identify the systemic changes required in general education system for inclusive education.

(b) Methodology:

(If a research programme, please also indicate sample, research questions/ hypotheses and tools)

Sample

Children with SEN studying in inclusive schools, are the targeted population. Their peers, parents and teachers are the related population. The study of such population would be required to examine the status or existing situation of inclusion of SEN children in these schools.

The sample would be drawn by identifying suitable number of schools in each region of the country. The process of selection would be based on our contacts with a large number of schools in each region but selecting only those with maximum number of children with special need.

Tools

Data would be collected through classroom observation, focused group discussions, questionnaires, interviews etc. by using both the qualitative and quantitative techniques.

(c) Proposed Supporting Staff/ (JPF/CA), if any.

<u>Designation</u>	<u>Total No. of months</u>
JPF(s)	Two JPFs for six months
CA (s)	One Computer Assistant for 8 months.

9. Collaborating Agencies(if any)	Name of Agency	Nature of Collaboration
(a) NCERT Constituents		
(b) Outside Agency	SCERTs NGOs	Identification of Schools running IE

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organized	Proposed dates From To	Estimated Expenditure (if any)	Remarks
1.	2.	3.	4.	5.
1.	Development of tools	April-June, 2002	In-house	Completed
2	TA for try out of tools in Delhi	July, 2002		Completed
3.	Finalization of tools	July, 2002	Nil	Completed
4.	Identification of schools	April-July, 2002	Nil	Completed
5.	Appointment of JPFs	April,2003 to Sept.,2003	@Rs.4400x 6x2= Rs.52,,800/-	Due to non-availability of qualified persons JPFs could be appointed only in Sept.-Oct.,2002. Hence data collection is delayed by 3 months
6.	Data collection	Oct.02 to March,03 April-Sept.,2003	Rs.50,000/-	Completed
7.	Analysis of Data	April-Dec.,2003	Nil (In-house)	
8.	Appointment of CA	May,2003 - Dec.,2003	@Rs.4400/- x8months= 35,200	
9.	Report writing	Jan.,2004 – March, 2004	In-house	
10.	Submission of report to the Committee constituted by NCERT for consideration of printing.	March, 2004	-	
11.	Prog Contingencies		Rs.5,000/-	
		Total Rs.	Rs.1,43,000/-	

11. Details of each Budget Activity under item No. 10 (in the following format)

11.1. Activity No. : 5 and 8
 Title : Appointment of two JPFs and one CA
 Proposed Dates : From : JPFs April,03 to Sept.,03 (6 months)
 CA May, 03 to Dec.,03 (8 months)

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	Salary of 2 JPFs @ Rs.4400/- p.m. From April, 03 to Sept.,03	Rs.52,800/-	
2.	Salary of one CA @ Rs.4400/- p m. For 8 months (May,2003 to Dec.,2003)	Rs.35,200/-	
	Total	Rs.88,000/-	

11.2. Activity : 6
 Title : Data collection
 Proposed dates : From April, 2003 to Sept., 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	TA for data collection from all the four regions of the country by JPFs	Rs.50, 000.00	
	Total	Rs.50,000/-	

11.3. Activity No. : 11
 Title : Contingencies
 Proposed Dates :

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	Purchase of audio cassettes, film rolls and their developments etc.	Rs.5,000/-	
	Total	Rs.5,000/-	

Total of 11.1, 11.2 and 11.3 is Rs.1,43,000/-

12. Expected end-product : - Report ✓
- Book
- Package
- Kit
- Cassette
- Any Other (Please specify)

13. (a) Plans for utilization and dissemination of the end product(s)

Report if printed will be disseminated to all the States' IED cells, Directors of Education, Directors of SCERTs.

(b) Plans for Evaluation of the outcome N A.

(c) Plans for follow up/ Feedback on utilization of the outcome

States would be requested to send their comments and follow up actions

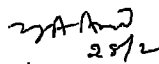
15. Personnel involved

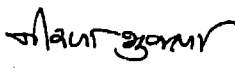
14.1 Name and designation of the Programme Coordinator

Dr. (Mrs.) Y.A. Azad, Reader in Special Education

14.2 Name and designation of the Associated Faculty

Nil


Signature
(Programme Coordinator)


Signature
(Head of the Deptt./Institute)

PROFORMA FOR PROGRAMME PROPOSALS FOR THE YEAR 2003-2004

1.	Name of the NCERT Constituent/Department	:	DEGSN
2.	Title of the Programme	:	Strengthening of Teacher Education curriculum of DIETs from the perspective of Children with Special Educational Needs
	(a) Type of the Programme (Please tick)	:	<ul style="list-style-type: none"> - Research ✓ - Development ✓ - Training - Extension - Any other (Please specify)
	(b) Category of the Programme (Please tick)	:	<ul style="list-style-type: none"> - New - On-going ✓ - Carried over
	(c) If the Programme is on-going or carried over, mention the PAC Code No. and year of approval	:	
4.	Total duration of the Programme as phased in Col.10 (Months)	:	18 Months _____
	(a) Date on which Programme commenced/to be commenced	:	1 st April 2002
	(b) Target date of completion	:	31 st September 2003
5.	(a) Stage of Education to	:	- Pre-primary

	which the Programme is meant (Please tick)		<ul style="list-style-type: none"> - Primary ✓ - Upper Primary ✓ - Secondary - Overall School Education - Any other
	(b) If Programme is meant for a group with special needs (Please tick)	:	<ul style="list-style-type: none"> - Scheduled Caste - Scheduled Tribe - Girl Child - Out-of-School Child - Minorities - Disabled ✓ - Any other
	(c) If Programme is State/Region/ Agency specific, please specify the State/Region/Agency		no
6.	Beneficiaries (Please tick)	.	<ul style="list-style-type: none"> - Students ✓ - Teachers ✓ - Teacher Educators ✓ - Educational Administrators/ Planners, NCERT faculty and Authorities ✓ - Any other (Please specify)

7. Need and justification:

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

Throughout the world, professionals working in the field of education of children with SEN have propagated Inclusive Education to be the most suitable and viable option. However, there has been no appraisal of the teacher training practices for in-service teachers who have the specific responsibilities for working with students with SEN. Slee (1999) stated the problem in the following way:

'National frameworks for teacher training are not framed to produce the critically reflective practitioners or cultural workers who ought to teach in inclusive schools. There is... a growing body of research into inclusive curriculum and pedagogy. This has not been central to the work of teacher education. We need to be reminded, through this continuing dialogue, of the need for extensive change in this arena.'

It was since 1974 the centrally sponsored scheme of integrated education for the disabled children came into practice. This scheme was revised in 1992 and the Salamanca Statement in 1994 promoting inclusive education implied a need for intervention in meeting the SEN of students in classrooms by general teachers. The Salamanca Statement calls upon all governments and urges them to ensure that, in the context of a systemic change, teacher education programmes, both pre-service and in-service, address the provision of special needs education in inclusive schools.

The National Policy on Education (NPE), with modifications (1992) clearly states that:

"Teacher Training Programmes will be reoriented, in particular for teachers of primary classes to deal with special difficulties of the handicapped children".

The Persons with Disabilities Act (PWD), 1995 emphasizes that the appropriate governments will ensure availability of trained manpower both for special schools and integrated schools.

The implications of the Salamanca Statement, NPE and PWD bring new challenges for the Teacher Education Programmes. Inclusion of children with SEN in the schools involves training of teachers who are already in the education system. Many of these teachers at present do not consider themselves ready for including children with SEN in their classrooms. They also do not have the knowledge or skills which would enable them to offer suitable attention to children with SEN. Realizing this, in-service training of regular teachers must be given priority so that they accept the responsibility of teaching children with SEN.

In the light of the above, and in order to meet the needs of diverse groups the in-service programmes for general teachers need to be flexible. To assess what conceptual preparedness and pedagogical skills are being imparted to general teachers that will help them to meet the diverse needs of all children in the classrooms a survey of existing training programmes for in-service teachers becomes imperative.

8.(a) Specific Objectives:

- To assess the quality of inputs related to SEN and inclusion in the existing in-service teacher education programmes conducted through DIETs.
- To identify the features that have to be included in the training of teachers involved with education of children with SEN in general schools.

(b) Methodology:

(If a research programme, please also indicate sample, research questions/ hypotheses and tools)

Sample: To assess the quality of SEN related inputs in teacher education programmes 10 per cent of the total DIETs from the five regions (North, South, East, West & North-East) would be selected.

Methodological Strategy: The data would be collected in two phases.

In the first phase-

- 2) Two states from each of the five regions would be first selected.
- 3) Approximately five DIETs from each state would be selected. The total number of DIETs would be 50.
- 4) Data in the form of curriculum of in-service TE programmes would be collected.
- 5) The functionaries of DIETs would also be interviewed to assess the significance of SNE/inclusive education in their programmes. Interviews will be guided but open ended.
- 6) The data so collected would be qualitatively analyzed.

In the second phase-

- 1) Semi-structured interviews using the information available from the analysis of the curriculum and also theoretical review would be formulated.
- 2) Professionals working in the field of inclusive education would be interviewed for identifying the features that need to be incorporated in the training programmes in the light of inclusive education.
- 3) A report presenting the current scenario and also the implications for existing TE programme and policies would be prepared.

(c) Proposed Supporting Staff (JPF/CA), if any

<u>Designation</u>	<u>Total No. of Months</u>
JPF(s)	3
CA(s)	

9.	Collaborating Agencies (if any)	Name of Agency	Nature of Collaboration
(a)	NCERT Constituents	Department of Teacher Education	Academic
(b)	Outside Agency	SCERTs, DIETs	Academic

10. **Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)**

S.No.	Activities proposed to be organised	Proposed dates From To	Estimated Expenditure (If any)
1.	2.	3.	4.
1.	Preparation work including appointment of the JPF and interview schedule	April 2003 – May 2003	-
2.	Data collection	June 2003	33,200.00
3.	Analysis of Data	July 2003	nil
4.	Writing of report & computer typing	August-Sept 2003	
Total (2003-04)			33,200

11. **Details of each Budget Activity under Item No. 10 (in the following format)**

11.1 Activity No. : 2
Title : Data collection
Proposed Dates : From- June 2002 To January 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks, if any
1	2	3	4
1.	Salary of JPF for 3 months	13,200.00	
	Study Visits by the JPF (TA, DA expenditure) for data collection	20,000 00	
	Total:	33,200.00	

Total of 11.1 :33,200

12. Expected end-product
- Report ✓
 - Book
 - Package
 - Kit
 - Cassette
 - Any other (Please specify)

13.(a) Plans for utilization and dissemination of the end product(s)

The report of the study would be sent to the DIETs and State Governments and also to the Ministry. The report will also comprise guidelines for a training programme based on the identified features.

(b) Plans for Evaluation of the outcome

N.A.

(c) Plans for follow up/Feedback on utilization of the outcome

Guidelines for an in-service training programme based on the identified features would be made available to SCERTs and DIETs.

14. Personnel involved

14.1 Name and designation of the Programme Coordinator

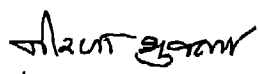
Dr. Anita Julka

14.2 Name and designation of the Associated Faculty

Prof. Neerja Shukla
Head, DEGSN


Signature
(Programme Coordinator)

Date:


Signature
(Head of the Dept./Institute)

Date:

Summary Statement of the Programme Proposals for the Year 2003-2004

Name of the NCERT Constituent: **DEGSN**

S. No.	Title	Type	Coordinator	Category	Estimated Budget for 2003-2004 (Rs.)	Recommendations of DAB
1	2	3	4	5	6	7
1	Emerging shape of inclusive classrooms at pre-primary and primary levels: A study	Research	Dr. Y.A. Azad	New	1,84,000.00	Recommended
2.	A study of programmes and practices for education of children with Special Educational Needs in different States	Research	Dr. Anita Julka	New	1,84,200.00	Recommended
3.	A study of approaches and strategies for educating children from socially disadvantaged groups	Research	Dr. K. Sadhu	New	1,38,200.00	Recommended
4.	A survey of problems related to education of SC children in H.P. and strategies for their solution	Research	Dr. S.C. Chauhan	New	1,19,600.00	Recommended
5	Effectiveness of innovative teaching strategies for promoting inclusive schooling: An evaluative study	Research-cum-Training	Dr. Janak Verma	New	4, 59,750 00	Recommended
6.	Pedagogy for educating children from Tribal Areas – Perspectives and Issues	Development	Prof Neerja Shukla	New	3,10,160.00	Recommended
7	Role of Parent-Teacher Association for promoting inclusive education	Development	Dr Janak Verma	New	3,56,600.00	Recommended as per advise of DAB.
8.	National Consultation on Philosophy of Education of Tribal Children	Development	Dr. K. Sadhu	New	4,55,000.00	Recommended
9.	Orientation programme for teacher educators in inclusive education and Braille display terminals	Training	Dr. Anita Julka	New	2,14,000 00	Recommended
10.	Orientation Programmes for State KRPs in effective transaction of curriculum for children from socially disadvantaged groups of North Eastern States	Training	Dr. S.C. Chauhan	New	2,57,900.00	Recommended

ational Se norities		Prof. Neerja Shukla	New	3, 25,120 00	Recommended
analysis of new textbooks based NCFSE 2000 from the view nt of sensitivity to people from advantaged groups	Evaluation	Prof. Neerja Shukla	New	2,49,060.00.	Recommended
nerging shape of inclusive ssrooms at upper primary level ; study	Research/ Development	Dr. Y.A Azad	On-going	1, 43,000.00	Recommended
rengthening of Teacher ducation curriculum of DIETs om the perspective of Children ith Special Educational Needs	Research/ Development	Dr. Anita Julka	On-going	33,200.00	Recommended
Total budget				Rs. 34,29,790.00	

